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"For this day is born to you a Savior." May the sweet Babe of Bethlehem be this Christmas born again in the hearts of each of us!

"The shepherds said one to another, 'Let us go over to Bethlehem.'"

In other words, they willingly and faithfully co-operated with the grace they had received. They followed their vocation.

"On earth peace to men of good will." Peace! As Catholics we must follow the splendid example of the present Holy Father and pray with renewed ardor that this Christmas may mark the cessation of that harrowing war across the sea.

Whatever gifts we bring to the crib of Bethlehem—gifts of prayers and works and sacrifices and love—let us give gladly. "God loveth a cheerful giver." Some Christians, alas, offer gifts with strings attached; and about the middle of January they begin to pluck back their offerings.

Christmas sermons are inspiring, Christmas poems are sweet, Christmas stories make glad the heart of man; but nowhere can we find a more satisfying account of the birth of Our Lord, and nowhere can we find a more salutary commentary thereon, than in the pages of the inspired evangelists. Let our pupils get a first-hand knowledge of that wonderful chapter of the Gospel according to St. Luke.

The Christmas season is rightly regarded as a season of joy and festivity. But it is likewise a season for learning aright the supreme lesson of sacrifice. Does not the practice of giving gifts imply this? A gift is of no value unless it involves a sacrifice, gladly made, on the part of the giver. The supreme gift of God to the world began with the cold and privations of Bethlehem and ended with the blood and desolation of Calvary. Now or never shall our children learn the glory and the blessedness of self-denial for the love of God.

With the beginning of Advent the teacher should proceed to prepare the pupils for a proper appreciation of the great festival of Christmas. The class reflections should bear in some way on the subject; the instructions on Christian Doctrine should be given with special emphasis on the great mysteries of our holy religion; the very classroom should gradually come to convey the atmosphere of Christmastide. If there is a weekly story hour, it should be devoted to stories with a Christmas flavor. When the approaches to Christmas are thus made the feast will mean very much to both teacher and pupils.

A Great Catholic Teacher. The late Monsignor Robert Hugh Benson was not a member of a religious teaching order nor was he specifically identified with the work of Catholic schools; yet he deserves, if ever man did deserve, the title of Catholic teacher.

Monsignor Benson taught by his life. Unflinchingly he loved the truth, and the truth made him free. The

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

process that brought the son of the Protestant Archbishop of Canterbury into the Catholic Church is fraught with lessons for all of us. Ten years ago Monsignor Benson was a priest just ordained—a light-haired, blue-eyed man in the early thirties, admirably adapted, one might think, to adorn charity bazaars with his gentle presence and to look after the destinies of some Holy Angels' Sodality. Today, when we look back over those ten "years of years," so crowded with accomplishments rare and big, we marvel at the vastness of the man's gifts and the thoroughgoing fashion in which he utilized every one of them. He was a writer, of course; but he was also a preacher, a lecturer, a controversialist, a missionary to Catholics and non-Catholics, a giver of retreats, a maker of converts and a letter writer of exceptional power and charm. And he was a true priest and a Christian ascetic.

Monsignor Benson taught in his books. They are his heritage to us and ours. They are all of them worthy of the man who wrote them and the cause to which he had devoted his life. In one sense each of his productions is almost sui generis—"Initiation" is different from "Lord of the World" and "The Religion of the Plain Man" from "A Child's Rule of Life"—but behind them all was the one big, all-compelling purpose of the Catholic apostleship.

Monsignor Benson did what he did in ten years. And we sometimes complain of lack of time!

The Study of Words. A commendable way of introducing a little variety into the language period—whether that period be generally devoted to English or to a foreign tongue—is to have the class make a personally conducted excursion into the region of words. Philology is a university subject, but there is no reason why a little amateur philology, like amateur philosophy, should not be occasionally indulged in in the grades. It is certain to prove a fascinating study, it opens new outlooks for the children's minds, it induces the use of the dictionary, it conduces to the habit of discrimination in spoken and written language and it enables the class to see some of the hitherto unsuspected relations existing between English and other tongues.

Few things are intrinsically more interesting than the study of words. It is a thoroughly human subject, for it embodies and tabulates the history of peoples in their relationships, their social customs, their conquests, their ideals and their racial habits of thought. And it is a study which, like a winding road among the mountains, abounds with surprises and inspirations at every turn.

The class is sure to find satisfaction in realizing, for instance, that the familiar greeting, **Good night**, in a contraction of a prayer conceived in a truly Christian spirit: **May God give you good night**. A mediate form is found in the words of the sentry in "Hamlet": "Give you good night." Likewise will they find interest in the facts that rivals once meant partners, that smug formerly meant adorned, that the use of **pate** for head and **wench** for girl was once common among reputable speakers and writers.

While, too, is the practice of pointing out the



variations of meaning now attaching to the same word in two languages. Thus, in English and German, the following pairs of words, each pair originally identical, have undergone modifications: *Thatch* and *dach*; *deer* and *tier*; *clock* and *glocke*; *idle* and *eitel*; *stove* and *stube*; *craft* and *kraft*; *dapper* and *tapfer*; and—most wonderful of all!—*silly* and *selig*.

The growth of the language by borrowings is another interesting phase of the subject. Thus, the noun *people* we get indirectly from the Latin through the Old French *peuple*; but the adjective *popular* we take directly from the Latin noun *populus*. From Italian we have taken such words as *mountebank*, *vista*, *pantaloon*, *carnival*, *balcony*, *macaroni*, *lava* and most of the terms employed in the language of music and art; from the Celtic we have *clan*, *slogan*, *glen*, *bard*, *flannel*, and, of course, *banshee*, *shamrock* and *shillelagh*; from the Arabic, *tariff*, *sofa*, *mattress*, *zero*, *alcove*, *gazelle*, *magazine*, *coffee*, *horde*, *apricot*, *cotton* and *alcohol*; from the Persian: *scarlet*, *azure*, *chess*, *orange*, *lemon*, *bazaar*; and so on with contributions from the Dutch, the Spanish, the Hindoo, the American Indian, the Portuguese.

Persons who are wont to speak with more emphasis than precision are in the habit of declaring that English is made up of many tongues. This is, of course, in a measure true; but there is proportion in the admixture. Philologists tell us that, putting it roughly, that proportion is about as follows: Anglo-Saxon, 45 per cent; Latin—including borrowings made directly and through the French—45 per cent; Greek, five per cent; all other sources, five per cent.

An error unfortunately very prevalent lies behind the loose and inaccurate statement that English is founded on Latin. It is not. The structure of the language is Teutonic, a fact due to the Teutonic origin of the Saxons, Angles, Jutes and other invading tribes who drove out the earlier Britons and forced their language on England. We have borrowed copiously from the Latin, it is true, and in the language at rest, that is, the language as recorded in the dictionary, the Latin proportion is large; but in the language as actually spoken and written, the domination is easily secured by the Saxon element.

Don't Force Growth. The teacher, especially the teacher who has not learned as much as he might in the school of experience, is sorely tempted at times to urge his pupils along at a pace faster than that decreed for them. Examinations are approaching, or the periodical visit of the diocesan inspector is imminent, or there are many pages of the textbook to be covered before the end of the year; therefore, the mechanical teacher argues, I must metaphorically crack the whip, I must force a burst of speed, I must work up the backward ones. And too often he does indeed attempt some such process; and too rarely he realizes that he is doing irreparable harm.

Let him rather take thought and consider. Examinations and inspectors and textbooks are only means to an end; that end must on no account be subordinated to the means. The prime consideration in school work is the harmonious development of the child's faculties, and that development can never be successfully brought about in opposition to the laws of child nature. The anxious teacher might learn a wholesome lesson from the sagacious grave-digger in "Hamlet": "Cudgel thy brains no more about it; for your dull ass will not mend his pace with beating."

In a book by Dr. Tracy and Dr. Stimpff, "The Psychology of Childhood" (Heath and Company, Boston), we find these suggestive lines. They deserve the attention of teachers who believe in forcing methods:

"The longer and more arduous the journey, the more time is required for preparation; the more complicated the art to be acquired, the more extended is the period of apprenticeship. So the child, having an infinitely more exalted, complicated and difficult operations to perform—mental, moral and physical—requires a longer period of tutelage than the chicken, which on the first day of his life scratches and pecks, and to the end of his existence makes no advance upon these simple operations."

Principals and inspectors might take the same lesson to heart and apply it, not the children merely, but to the teaching staff as well. The annals of every teaching congregation are replete with instances of teachers who began their career in what was considered a most un-

promising way; they were poor disciplinarians; they imparted knowledge stumbingly; they seemed to exert no salutary influence on their pupils. Yet, today, many such teachers are in the high places doing exceptionally fine work. Their development was slow, but it was worth while. Even the born teacher is often considered a bad subject at the start, for he is frequently slow in orientating himself professionally. And on the other hand, we all know of teachers who started out as good disciplinarians and seemingly efficient teachers: yet today we somehow do not put them in classes where the highest type of teaching is required, for we know them to be horrible examples of retarded development.

Rejoice! A bishop, more than anybody, might be excused for taking a somber view of life. Yet we know that more than one member of the episcopate—everybody at once thinks of St. Francis de Sales—managed to wear a smile and a pectoral cross at the same time. A modern instance is His Lordship of Rottenburg, Germany—the Right Reverend William von Keppler—who has been called to the attention of English readers by the Reverend Joseph McSorley, C. S. P. Father McSorley has given us a most satisfactory translation of one of Bishop Keppler's works under the inspiring title, "More Joy." (B. Herder, St. Louis.) No teacher should miss this book. It shows us that the consistent Catholic is the joyous Catholic, and that the spirit of gloom is not the spirit of Christ. It makes live reading, too, and punctuates more than one great spiritual truth.

Latin Without Tears. Such is the title of a suggestive article in *The Classical Review* for November, 1914, in which H. M. Bisbee sets forth a method of teaching Latin now being followed in several schools, and which bids fair, with modifications, to be adopted generally. I say with modifications, because if the method is adequately described in the *Classical Review* article, there are several features of it which would not prove fruitful in the hands of the average teacher.

But with the method of teaching Latin as outlined, we have here but little concern. What interests us most are the principles upon which the method is founded. As summarized by the author, those principles are: "(1) Learning to read by reading; (2) the imparting of life and enthusiasm to the class and the teacher; (3) the use of four channels of memory—visual, auditory, vocal and manual; (4) increased speed through mastery of forms; (5) avoidance of fatigue, because of variety in work; (6) efficiency in drill; (7) stimulus to independent work and honesty."

It is safe to say that a goodly proportion of the men and women who teach languages in our schools fail dismally to take into account the importance and the range of the principles just tabulated. Take, for instance, the first: Learning to read by reading. Though many a teacher will be frank enough to admit that the main purpose of his teaching is to give the pupils a reading knowledge of the language studied, how many teachers can truthfully say that they take measures best adapted to that end? And don't they dwell too much on unessentials? And don't they follow their textbook too slavishly? And don't they make the lesson a wearisome period? And don't they fritter away much precious time?

Many of our language teachers are in ruts. They ought to revamp their methods in the light of psychology and pedagogy.

Savages.—Savages are savages because they have no past. There is quite a suggestion of savagery in Emerson's notion that we in America should break completely with our forebears and have a literature, a philosophy, a religion all our own. Had the sage of Concord lived up to that preaching—which fortunately for him and for us he did not—he would have found his logical place with the wild man from Borneo. The search for family trees often leads to wasteful and ridiculous excess; but the instinct to find ancestors—or even if needs be to invent them—is a salutary instinct. But for it there would be little civilization, little of our vaunted progress. One of the numerous reasons for the greatness of the Catholic Church is that she is the Church of the ages, the Church with a past, and therefore with a future.



I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good
will to men!

Christmas Days in School

SOME MATERIAL AND SUGGESTIONS

SOME CHRISTMAS WORK IN LITERATURE.

By Sister M. Pauline, Knoxville, Tenn.

"A Dearie" and "Christmas Flowers"—Adelaide Procter.

"Now the Birth of Christ, etc."—Annie Field Weir.

"While Shepherds Watched Their Flocks"—Margaret Deland.

"Christmas in Other Lands," published by A. Flanagan Co., Chicago.

"Ring Out, Wild Bells"—Tennyson.

"All the air with song is ringing, With a harmony profound, With a soft, melodious sound Of the angels sweetly singing." Many a time and oft have the children heard the "sweetly olden story, but perhaps after these lessons it may take on a deeper and truer meaning for them—beautiful lessons of humility and obedience; vanity of earthly pomp and glory; best of lessons of sincerity—Charity, the queenliest virtue of them all. Here are suggestions that may be apportioned into work for a week or more.

Read or tell the Bible story of the wondrous birth. Suggestive talks: "He came unto His Own and His Own received Him not;" no room for Him; His humble and lowly birth; all things great are accomplished in silence—

"How silently, how silently,
The Wondrous Gift is given."

Read "While the Shepherds Watched Their Flocks," by Margaret Deland. Dwell in detail upon the Holy Night of long ago; its calm and peaceful beauty; the glad hosannas of the angelic choir; the mute heavens awakened and resounding with triumphant echoes, the answering echoes; the answering earth uniting in an exquisite harmony.

"Alleluia!" O how the angels sang,
"Alleluia!" how it rang!

And the sky was bright with holy light,
Twas the Birthday of a King."

The heavenly message—"Peace on earth, etc." Read Longfellow's "Christmas Bells." Assign for memorizing.

Announcement to the shepherds on the distant hills; the grand burst of song; the eternal anthem of peace; the holy light which shone round about them; the angelic "Fear not, etc." "And wondering and fearing they went to adore the Saviour." Read selected parts from "Ben Hur," chapters 13 and 14.

First gifts; the gold, frankincense and myrrh. Tell what each is. Significance—Charity, prayer, mortification. Pictures: "Holy Night on Judea's hill;" scene in the heavens, etc. Read "All the Birth of Christ, etc.," by Annie Field Weir. Give parts for memorizing.

Review work. Outline.

"And this is the story of ancient days—
A story so often retold,
A story that never grows old."

Christmas—its spirit and customs.

"There is Christmas music in the air—
The Christmas bells are ringing,
The very air is full of joy,
The Christmas tidings bringing."

Its love, its thoughts for others are beautiful as flowers. Read "Christmas Flowers," by Adelaide Procter. Give verses from it for memory work—Tennyson's "Ring Out Wild Bells."

Christmas customs continued. Memory work.

Christmas greens: Holly, emblematic of friendship and good will; mistletoe, of good luck, peace and love; laurel, victory and joy; rosemary, remembrance.

Suggestions for Talk.

The Druids: Use of holly and mistletoe by the Ro-

mans to charm away the evil spirits; the Legend of the Mistletoe; Legend of Holly.

Legend of Mistletoe: Previous to the death of Christ it was a tall and stately tree, proudly rearing its head, "the tallest of the tall," but after its wood became the cross of the Redeemer the tree could not raise its head in the forest, nor would the earth again nourish it—and so it became a parasite.

Holly Legend: A long time ago the people complained to Dame Nature that when the forest came it left nothing to brighten the long and weary wintry hours.

"The earth is all too dreary," they cried. As an answer she held up the brilliant holly berries snow embossed. How well answered were the people! Winter lost its melancholy and since that hour

"Always shine the berries bright,
Gleams the blush of Christmas holly."

Christmas in the Church: The three Masses of the priest, and meaning; the "Adeste;" the lights and the music; the crib, etc. How beautiful is this sweet feast! Review and give outline.

CHRISTMAS CLOISTER CHORDS.

Sister M. Fides Shepperson, M. A., Pittsburg, Pa.

1.

Christmas is in eclipse. Peace, love, compassionate pity, self-sacrifice stalk aimlessly through the gloom; their meaning has gone out from them. Hate reigns.

All that Christmas stands for is, for the hour at least, in total darkness. For every happy child in our favored land the eye of the thinker sees hapless orphans; for every brightlit home—houses in desolate darkness; for every Christmas lighted church—shattered cathedrals; for gladness, sorrow; for cornucopias, famine; for health, disease and wounds; for fair life, gaunt, hideous death. The great shadow of hate is upon love, and darkness has swallowed up light.

2.

Causes? They ramify back through a thousand years; they bury themselves in the Black Forests of Germany; they tug at the roots of Druid oaks that once sanctioned human sacrifices to Thor and Odin.

Hate met hate in the shaggy glooms of the North Sea and the ghoul-haunted fog lands; and hate met hate while, for five hundred years, Gaul and Goth and Hun and Vandal and Norsemen fought one another for the right to rob old Rome. And we are the heirs of the hates of the ages.

Wrongs of the years—known and unknown: historic injustices that yet cry aloud across the centuries: the fierce indignities of Might over prostrate Right: dynasties built upon blood and tears: national wrongs, public, private, personal! And we are the heirs of the wrongs of the ages.

3.

All-Father, why do your children hate each other so? Why have they so fearfully wronged one another? Is it that eternal wisdom can be obtained only by the eating of the fruit of the tree of knowledge of good and evil? Must we, indeed, "know" evil and good ere we can become like unto God? And what is the world's little hiss of hate to Him who hears full complement in the harmony of the spheres: and what are all the expiatory wrongs of the erring planet Earth to Him whose Plan complete controls one hundred million stars?

4.

Christmas comes out from eclipse; the hate-shadow lags behind, it is shotted with light, it is lost. Love reigns.

Refulgence bursts into song—**Hodie Christus natus est**

nobis, Alleluia! Gloria Deo!

The hope of the world is in the little Child, the Infant of the eternal years, the Christ of the Crib and of the Cross. In Him is our expectant peace; in Him is our only life-explanation that hopefully explains: in Him is our exemplar strength by which we may ascend higher than the human; in Him is the life and death fulfilment of our most God-like conception of God.

And so let the nuns kneel in their chapel at the midnight Christmas Mass. Let them know all that their faith would have them believe. Let them be glad in union with the little Child; let them be divinely compassionate in union with tortured Christ of the Cross; let them in mystic holy Communion bow low in rapt at-one-ness with the God of the hundred million stars. And there and then and thus—let them pray for the war-torn world. Fiat Pax!

METHOD OF TEACHING A PRACTICAL DEVOTION TO THE BLESSED VIRGIN.

(December—Month of the Immaculate Conception.)

By Rev. Edmund Hill, C. P.

The child mind is peculiarly susceptible of this devotion. It learns the sweet names of Jesus and Mary together, and the "Hail Mary" along with the "Our Father."

1. First, then the teacher should implant in the child-mind a great love and reverence for the title "Mother of God." Let the child be drawn to look upon the Mystery of the Incarnation as the fountain-head of the Catholic religion. Let it be taught very carefully:

(a) That the Second Person of the Adorable Trinity became the Son of His own creature; that the Son of the Eternal Father is equally the Son of the Blessed Virgin Mary, now that He is Man.

(b) That this is what we mean when we call Mary "Mother of God;" that she is as truly the Mother of the Eternal Son as the First Person of the Trinity is His Father.

2. Next, let the teacher impress upon the child-mind that the Blessed Virgin is **our** Mother too.

(a) That Jesus Himself gave her to us as our Mother.

(b) That we have the full right to call her our Mother, and the privilege to love her as such.

(c) That, being our Mother, she in turn loves us; and with a greater and more tender love than that of any earthly mother; and is personally interested in the salvation of each one of us.

(d) That we need such a Mother as our Advocate with Jesus; because Jesus is not only our Savior but our Judge. How often, after offending Him, we deserve to remain unforgiven; but Mary can always secure His pardon for us.

3. Thirdly, let the child be taught to go to Jesus through Mary. He came to us through Mary; and we can find no better or safer way of going to Him than through Her.

(a) When we pray to Him, we should always say first, "With Thee and through Thee, dearest Mother, let me come to Jesus now and always, that He may receive me graciously." This is particularly to be said when we visit our Lord in the Blessed Sacrament.

(b) So, again, when we hear Mass, let us place ourselves at Our Blessed Lady's side, as she stood by the Cross while her Divine Son hung and died upon it.

(c) And when we are preparing for the Sacrament of Penance, let us be sure to ask her protection and help that we make a worthy confession and not fail to obtain God's forgiveness.

(d) Once again, when approaching Holy Communion, what can we do better than to ask our dearest Mother to lend us her Heart to receive Jesus with? Let us offer to Our Lord His sinless Mother's heart with all its perfect love and dispositions at the moment when she became His Mother and in all her Communion. Jesus told Sister St. Peter, the Carmelite, to do this very thing as a preparation for Communion.

4. Fourthly, there are certain little prayers—"aspirations" or "ejaculations," as they are called—which a child can easily learn. Here are two:

"Sweet Heart of Mary, be my salvation!"

"Immaculate Heart of Mary, be my refuge!"

Quite distinct; and each indulgenced 300 days.

The first can be said at all times, as when we hear the clock strike; the second is particularly useful in moments of temptation or of danger, or after falling into sin.

"Mary, Mother of Mercy, pray for me!" is another, which goes very well with "My Jesus, Mercy!"

5. Lastly, a child will readily understand the practice of giving to our Heavenly Mother, and through her to Jesus.

In making our "morning offering" in the beautiful "Apostleship of Prayer," we say, "O, Jesus, I offer Thee through the Immaculate Heart of Mary, all my prayers, work and sufferings of this day, etc."

Children should, of course, be taught this most excellent devotion to the Sacred Heart; and it is easy to show them that to give everything to Mary is the most perfect way of giving to Jesus, since He must ever welcome what He receives through Her. And here is a lovely prayer, soon learned, which follows the "morning offering" very aptly:

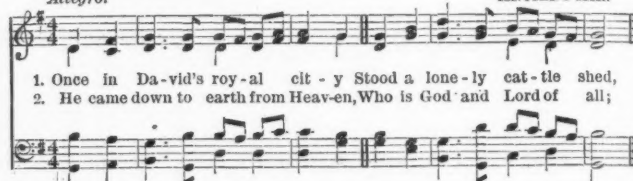
"Heart of Mary, Heart of my Mother, I unite with thy purity, thy sanctity, thy zeal, thy love, all my thoughts, words, actions, and sufferings this day; that there may be nothing in me which not became through thee, a pleasure to Jesus and a gain to souls."

THE COMING OF OUR SAVIOUR—A CHRISTMAS HYMN.

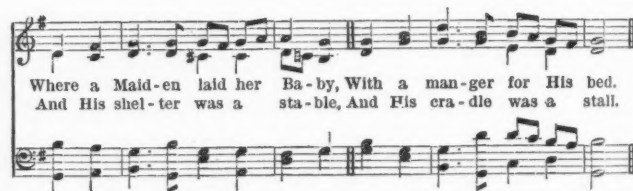
Heb. x. 5: "When He cometh into the world, He saith: Sacrifice and oblation Thou wouldest not, but a body Thou hast fitted to Me. . . Behold, I come to do Thy will, O God."

Allegro.

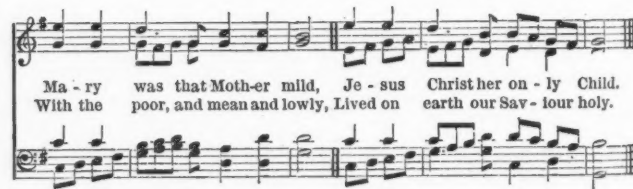
—ANCIENT AIR.



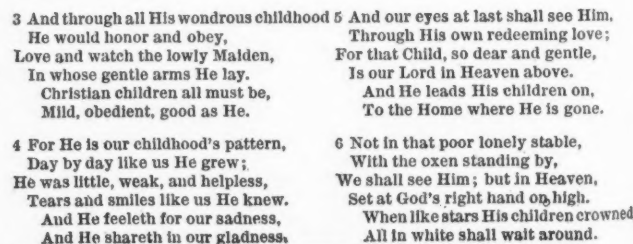
1. Once in Da-vid's roy-al cit-y Stood a lone-ly cat-tle shed,
2. He came down to earth from Heav-en, Who is God and Lord of all;



Where a Maid-en laid her Ba-by, With a man-ger for His bed.
And His shel-ter was a sta-ble, And His era-dle was a stall.



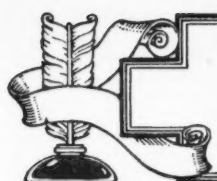
Ma-ry was that Moth-er mild, Je-sus Christ her on-ly Child.
With the poor, and mean and lowly, Lived on earth our Sav-our holy.



3 And through all His wondrous childhood 5 And our eyes at last shall see Him,
He would honor and obey, Through His own redeeming love;
Love and watch the lowly Maiden, For that Child, so dear and gentle,
In whose gentle arms He lay, Is our Lord in Heaven above.
Christian children all must be, And He leads His children on,
Mild, obedient, good as He. To the Home where He is gone.

4 For He is our childhood's pattern, 6 Not in that poor lonely stable,
Day by day like us He grew; With the oxen standing by,
He was little, weak, and helpless, We shall see Him; but in Heaven,
Tears and smiles like us He knew. Set at God's right hand on high,
And He feelth for our sadness, When like stars His children crowned,
And He shareth in our gladness. All in white shall wait around.

A most encouraging and helpful way of showing appreciation for the service rendered by The Journal comes from teachers who pay their subscriptions in advance—one, two or three years. All this assists very much in the carrying out of our plans for the continued improvement of your magazine.



Technical Grammar, Its Place in the Elementary School Curriculum and Its Terminology.

By Rev. John A. Dillon, Supt. of Schools, Newark, N. J.



I have been asked to discuss, in the present paper, the place of technical grammar in our curriculum—when it should be introduced, to what extent it should be taught, what we can do to make for uniformity and avoid confusion in the terms used.

The time seems ripe for such a discussion. We have arrived at that stage of progress in the teaching of grammar when the prospect of a definite and efficient plan, while imperative, is bright and encouraging. In grammar, as in other subjects, views have undergone a change, and corresponding methods followed in their wake. They have swung from one extreme to the other; they have passed through those inevitable phases of over-emphasis on the one hand and undue neglect on the other, which invariably precede, in practical matters, a sound and sane judgment. An old method, whose results were unsatisfactory, has been discarded and replaced by another radically different, where results, however, have been no less unsatisfactory. The old method failed of its object, but the new has not borne fruit in keeping with its promise. In actual achievement then—in the installation and successful working out of an efficient plan—we stand to-day only where we stood when dissatisfaction at the old drill and grind of grammar first paved the way to a radical change in method; but in the hope and promise of a happy solution to the problem, we stand on higher vantage-ground. We have to help us now the added light of experience and the clearer notion of what is meant by English grammar; and what is to be looked for in the teaching of it which has come to the surface in the clash of conflicting opinion.

We shall see more clearly the necessity of such a discussion if we trace the change of method and the change of views in regard to the teaching of technical grammar in the schools. We shall see that to-day there is an unsettled mind on the question. There are those who would do away with it altogether; those who would bring it back, and restore it to something of its former prominence and importance; and those who would introduce it sparingly.

History of Teaching of Grammar.

Historically we may distinguish three periods in the teaching of grammar: the period of technical grammar; the period of reaction; and the period of counteraction.

Until a few decades ago, technical grammar was made much of in the schools. From the early primary through the grammar and more advanced grades we find it filling up more than its just period. The children learned the parts of speech, gave definitions, analyzed sentences with no thought beyond the technical knowledge gained. Thought gave way to rule and rote; the means became the end; the things of greater moment gave way to things of less importance; essentials were lost sight of in the memorizing of definitions, rules declensions and conjugations, and much formal word parsing—work a considerable portion of which is merely mechanical, and of little value in determining the pupil's use of language or in developing his reasoning faculties.

Some years later, educators asked themselves if the object sought for by such teaching of technical grammar was really attained. The object seemed to be to teach the children to use their mother tongue more correctly, and that object was manifestly not attained. Children who had been drilled through grade after grade and could formulate the rules of correct speech and analyze most intricate sentences were found at the end of their course to make egregious mistakes in actual speech and writing. These reactionaries at once set to work to remedy this defect by doing away with technical grammar as a distinct or separate subject. The object for which it had been taught, they claimed, could be more easily, more efficiently secured by combining technical grammar with the study of language. Language study was to be the golden key of correct speaking and writing. It was heralded as a panacea of all the ills of the world

grammatical, and that there were ills the language as it is spoken to-day only too clearly proves. What was meant to be a happy blending of technical grammar and language turned out to be merely a change from one fanaticism to another, the fanaticism of grammar to the fanaticism of language study.

We come now to the third period, which I have called the period of counteraction and which is characterized by unsettledness. Men to-day who have studied the question closely are unsatisfied as to the results and divided in their opinions. All seem to agree that in the first period technical grammar was over-emphasized. Not a few claim that in the second period it is greatly under-emphasized. The pendulum, they say, has swung to the other extreme. If the object has not been attained in the first period, neither has it been attained in the second. In addition, they point to the confusion that exists because of the multiplicity of texts and their variety of terms. There is not a month but a new textbook is in the field with a number of lucid but heretofore unused terms. Where do we stand? In a maze of bewilderment. In a Tower of Babel in the midst of confusion of tongues.

Grammar as an Art and a Science.

From this brief survey, it is clear that some effort ought to be made to arrive at a definite conclusion, and, if possible, to formulate a consistent plan. To do this, let us distinguish between grammar as an art and grammar as a science. As an art, grammar teaches the correct use of language; as a science, it gives the underlying reasons. We know that in all branches of knowledge one may be found without the other; while all will admit where both are united, the knowledge is the more perfect. A man may know the science of a locomotive, to take a homely example, and yet be unable to run it; while an engineer, without any true scientific knowledge of the locomotive, that is without knowing, for example, why, if he pulls a lever or opens a throttle, certain results invariably follow, may run it with far greater skill. Manifestly the man who knows the how and the why will be the more efficient. The same holds true of grammar. One should be able not only to speak correctly, but to know the reasons.

Again, we must distinguish technical or formal grammar as such from the fundamental notions of grammar when given in an untechnical way. I would put forward the plan of teaching grammar as an art and what I have called untechnical grammar in the very beginning of the elementary school curriculum, and begin the teaching of technical grammar as such in the fifth grade. Moreover, I would suggest that a uniformity of grammatical terms be adopted, because the present state of things is deplorable. "In the very desire for betterment," quoting the report of the Joint Committee on Grammatical Nomenclature, appointed by the National Educational Association, "we have reached a multiplicity of terms, even for grammatical relations about the nature of which there is no real difference of opinion, as, for example, those seen in the italicized words in "John is good;" "This is John;" "I admire John;" "We made John President." For the first of these, there are nine different names in twenty-five of the English grammars in use in the United States to-day; for the second, ten; for the third, seven; for the fourth, eighteen. Thus "good" in "John is good" is variously called, according to the grammar used, attribute, complement, or predicate adjective, subjective complement, complement of intransitive verb, predicate attribute, adjective attribute, and predicate." When all of these can be covered by the simpler terms, attribute and object. The report continues: "The result of such a state of affairs is almost hopeless confusion to the student as he takes up a new textbook in passing from year to year, or when a new book is adopted, or when he changes his school. Even the strongest students are bewildered. And the teacher's burden is likewise heavily increased, since she often has to deal with students who do not understand one another's answers to a gram-

mathematical question, even if every answer is right. The situation as we now have it is wasteful from the point of view of accomplishment, pitiable from the point of view of the needless inflictions which it put upon the unfortunate pupil, and absurd from the point of view of linguistic science. As long as it exists, it will make the ideally successful teaching of English grammar in our schools impossible."

The Object of Grammar Teaching.

What is the object of grammar teaching? It is not as those say, who first found fault with the teaching of technical grammar, merely to teach the correct use of speech; but according to those whose authority is of the greatest weight in the matter, it is the reflective study of language for a variety of purposes of which correctness in writing is only one, and a secondary or subordinate one, by no means unimportant, but best attained when sought indirectly.

Accepting this as true, it seems to me to follow that technical grammar should have its place in the school curriculum, and that place should not be too early, but when the child's reasoning faculties are somewhat developed, which is about the fifth grade. Every language has a technical grammar as a distinct subject. Then why should the English language be an exception to the general rule? Is it because our language can have no scientific basis? Is it because it is so composite? Is it because it is less inflectional? Is it because better results have been obtained without it? Why must it be a combination study? We can no more dispense with technical grammar as a separate subject in building up language than we can do without the structural framework of our skyscrapers, which, though hidden, is so necessary.

I maintain that technical grammar so-called should follow, not precede grammatical reasoning. But you will say, as others have said: "To spend four years upon language study, and then other years upon technical grammar, ignoring their connection and mutual helpfulness, does not produce the best culture, nor prove an economical use of time." It is here and now that I must defend my position and explain concretely what I mean when I distinguish between informal and formal grammar, or language as an art and language as a science.

It is taken for granted that educators are agreed that education along any or all lines should be progressive; that the child should be led by easy, natural and gradual steps from easy to difficult, each lesson preparing him to understand the more difficult ones which follow; that sudden transitions should be avoided and discharged. All statements, principles, definitions and rules on the part of the pupil should be merely the expression of what he already clearly understands; in a word, that work be so planned as not merely to teach this or that branch of the school curriculum, but rather to train the intelligence of the child.

I believe that in the primary grades, informal grammar can be treated clearly, definitely and with reasonable fullness in a minimum of time by using the daily reading lessons as the basis of the work. Throughout the first four years of school life the pupil is acquiring familiarity with correct forms of speech, punctuation, capitalization, paragraphing. The question and answer method of the reading lesson may become an easy advance from the simple to the complex. Thus in the primary grades can be laid a foundation on which can be built slowly, carefully and thoroughly the principles and rules regulating the classification, government and relation of words in technical manner.

Material and Method of the Lesson.

It is assumed from the beginning that the teacher knows thoroughly what she is to teach, and that she has the information necessary to enable her to present her knowledge to her pupils; that she knows, moreover, the relation of each branch she is to teach to the other branches; also the relation of the different divisions of each subject to the other; and above all, that she knows the law of mental development, the content of the pupils' minds and the mental powers to which she can most successfully appeal in presenting the different subjects. Without such knowledge she will waste much valuable time and fail to awaken the pupil's interest. Indeed this dislike which so many pupils have for technical grammar is largely, if not wholly, due to the technical manner in which the subject is presented. The reading lesson, as

a basis of grammar, can hardly be over valued. Besides the genuine thought getting and thought-giving from sentences, which alone is reading, the teacher can, by timely suggestions or questions, make of it an unconscious entrance into a study sufficient dry in itself and often rendered forbidding by the unnecessary formality with which it is clothed.

A most helpful exercise in this direction is that in which the teacher questions the class upon the lesson studied, so as to lead the child to recognize and become impressed with the idea in the word. The teacher's questions, clear, definite, searching, should lead to clear, definite thought on the part of the child, serve as an excellent test, awaken the interest in the lesson, and become the stepping stones to later grammatical terms.

"About what person, place or thing are we reading?" "What is said of it?" will elicit answers that will be later classed under the technical terms, subject, predicate, object, etc. While questions like the following. "Is the person speaking, or being spoken to, or being spoken of?" will, when the grammar grades are reached, be technically styled Person (first, second or third), Number (singular and plural). Gender and case, too, can be taught in the same untechnical way, until unconsciously there is laid a splendid foundation on which to build the science of grammar. With simple questions, also, the various parts of speech can be readily recognized, not by their technical names, but as a part of the general knowledge, which primary reading has made more or less familiar.

Adjective modifiers, whether in the form of word, phrase or clause, can be singled out from the sentence by skillful questions; while one may have in view to develop what will later be classed as adverbs of time, degree or manner, phrases and clauses by the simple questions: "When?" "Where?" "Why?" "How?" Mood and Tense, too, can become familiar in an untechnical way.

So I might go on indefinitely, until it could be shown that grammatical knowledge as an art can be exhaustively treated in the primary grades, and thereby the science of the subject be more appreciated, if not thoroughly enjoyed, in the grades where the textbook on grammar is used for the first time.

The Natural and Spontaneous Method.

It must not be thought from the foregoing that this teaching of what I have called untechnical grammar is to be done with an eye on the technical grammar that is to follow. It is the natural and spontaneous method used by every competent teacher. Even were there no technical grammar to be taken up later on in the course, it would still be made use of. And yet at the same time without technical grammar it would be imperfect, unsatisfactory. Technical grammar is its necessary complement. It co-ordinates, it rivets, it unifies what would otherwise prove but fugitive and evanescent elements of knowledge.

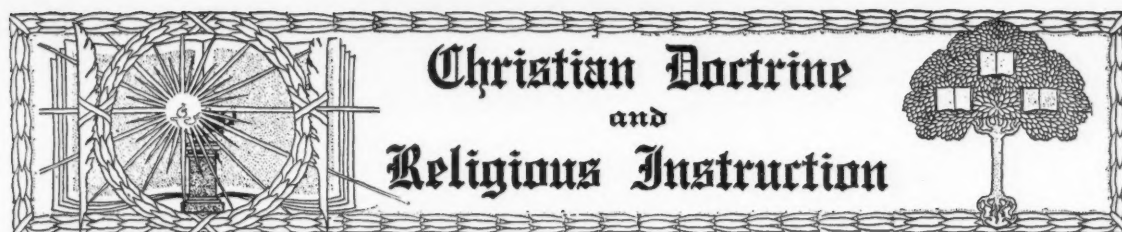
Moreover, by technical grammar we are not including logic, though we are laying its foundation; nor rhetoric, though we have that in view. These extensions, or amplifications, or enlargements of the subject can well be left to the higher grades; but we mean the essentials as to definitions and rules, which must be committed to memory. These if made uniform will obviate what today has become a most serious difficulty or obstacle in the teaching of this important subject. I refer to abuse of terminology.

A multiplicity of grammatical terms makes for obscurity and inefficiency, a no-standard. It is a foundation of shifting sands. Is there no way of bringing this variety of opinion into harmony? Now simplicity is an approved basis for all arts and sciences. How much more is it of the subject of which we are treating? It is on such a basis alone that we must build if we are to succeed in reconciling divergent views and bringing to a complete development a sound and efficient system.

The greatest difference of opinion seems to be centered around **Definitions**, Articles and Particles as **distinct parts of speech**, the **classification of Verbs**, Adjectives and Conjunctions, the **number of Moods**, and the **names of Tenses**.

To enter into the details of a remedy for this confusion and to elaborate a practical scheme cannot be attempted in the time allotted to me. But this condition, nevertheless, makes it worth while, if not imperative, to determine in a general way how far we can proceed to bring

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THE OBJECTIVE METHOD OF TEACHING RELIGION IN THE SCHOOL.

By a Sister of St. Joseph, Philadelphia, Penna.

A little more than ten years ago the Dolphin Press of Philadelphia published *A Handbook for Teachers of Christian Doctrine*, in which were explained and to some degree illustrated, the basic principles of the objective method of teaching religion. The use of this handbook has extended from our own even to foreign countries; and it is in compliance with repeated requests for further information on the subject that this exposition is now presented. Within the limits prescribed, it is impossible to go into detail; we all know it takes pages of printed explanations to make clear what the eye can take in at a glance; yet to the eye more than any other sensory medium, this method appeals.

In Christian Doctrine, as in other sciences, by "the objective method" is to be understood the use of various tangible media by which are made clearer, things one is trying to teach; or, in the case of abstract truth, something so symbolic, so analogous to that truth that the pupil can thus get a conception otherwise unattainable. Our authority for this method is the Teacher of teachers who broke the bread of life to the crowds that thronged around Him on the hills and plains of Palestine, or sat at His feet within sound of the murmuring waters of Genesareth. Every spiritual lesson was, by Our Lord, brought home to His auditors through the concrete, familiar things on which at that moment their eyes were resting.

"The shifting sand, the lily flower,
The lowly grasses, waving wheat,
The cast-out salt, the scattered seed,
The cockle growing near their feet;—
The common things of daily life
He glorified where'er He trod,
Empowering them (by speech divine)
To lead men up to things of God."

The child-mind can be led to make abstractions only through the concrete; most children pay comparatively little attention to what is said; they take closer cognizance of what is done. Hence, their intelligence can be reached only on the plane of their experience; if a "point of contact" be not found within their own little world, a new idea will be but something tacked on that may be dropped almost immediately. The normal child is not attracted to school; he has usually to be impelled to it by some extrinsic force, and enters there under protest, as it were, a stranger into a new land. As "first impressions are the most lasting" it is all-important that he meet there, at once, something familiar, something more attractive than book or chart. In the sandboard with its freight of material—more interesting to him than the wealth of the Indies—is presented that which at once appeals to his motor activity, his creative instinct. A few moments' handling of this familiar acquaintance leaves him open to the suggestion that he can do something delightful with it, he can write in it. Write? In his first day in school?—"Yes, he can write the name of the one he loves best, who loves him best. Who can it be?" Quick comes the reply; from some, "My mamma;" but, thank God, from many of those little Catholic souls on which still rests the baptismal dew of the Precious Blood, the answer is, "God!"

"Yes, God loves you most, and you love Him most. Let us tell Him so:—O my God, I love you! Now, you are going to write that dear name." And the teacher traces in the moist sand, first an o, then a d, then a G, telling the little ones, "We always begin this dear name with a big letter." The wee fingers are led to trace over

and over again each letter, some children looking on while others trace, but all getting a turn. What matter that the untrained muscles wobble in every direction! What matter that this can be called "writing" only by courtesy! The fact remains to be expatiated on, to be lauded, to be forever remembered, that the first word they ever wrote was the holy Name of God! Of course, the teacher's manner will always be the chief factor in obtaining results; it is her joyous enthusiasm, her reverent awe, that is to glorify the simple act and raise it into the region of the sublime.

If "the group system" be followed, one party may trace over on the blackboard the faintly outlined word, God, in yellow chalk,—"Yellow, to remind us that our dear God is all glorious, all beautiful." Others, too, may on transparent paper placed over the word written on cards, go over the name, so that quite a large class may rotate from one mode of action to another. It may be objected that this early introduction of writing is not according to the conventional idea of pedagogic training. It is more; it is the inculcation of an act of faith, which, to recall in later life, will be a glory and a delight. The Sign of the Cross—a perpendicular then a transverse line—made first in the sand, then by each little one on himself, may next be taught as the sign with which our dear God marks His very own children.

After a couple of days the catechism proper may be taken up, but before asking: "Who made the world?" the teacher must lead from the known to the unknown. The child's Genesis is all out-of-doors; he must tell us what he sees there; "sky, trees, flowers, birds, fishes, animals." In this voyage of discovery even the dullest can take part. "All those things are—where?" "In the world." "Who made the world?" "God." "Yes, our dear Father God made all those things for us. Now, what do we need in order to see those things?" "Light." "Yes, let us say it:—"First, light was made."

The sandboard comes again into requisition, and with toys, is reproduced in miniature, first, by the teacher, then by the children, the works of the six successive days or epochs, attaching to each, meanwhile, with appropriate gestures, the recitation:

"First, light was made; second, sky and sea;
Dry land and plant life all;
Fourth, sun and moon and stars of light;
Fifth, fishes and the birds so bright;
Sixth, beasts of earth and creeping things;
Last, man, God into being brings."

Later, these lines are sung to a simple chant, and assuredly repeated again and again at home.

As each day's work is placed on the sandboard, it is, in a few simple outlines, sketched on the blackboard with colored chalks; only those who have seen it done could believe how quickly, although often but crudely, the little ones draw them. That the children in this work are not merely passive recipients is evidenced by the remarks they make and the questions they sometimes put. "Sister," asked one, "what day did God make air?" A Lilliputian philosopher decided that fishes were created on the fifth day, because it was Friday; while another knew "God made the moon so people could go to church at night." Again, when a Sister had said that in the Deluge every living thing was drowned, a five-year-old savant asked: "Sister, how did they drown the fishes?"

Rime and rhythm appeal to children very forcibly: and the poetic instinct (which Whittier tells us is in every child) responds to verse, clings to it, repeats it, albeit at times with original variations amusingly foreign to the sense intended. Then, as powerful helps in this work, must be classed verses, poems, hymns, which invest with additional charm the lesson therein crystalized. If, with

his sandboard Genesis, the child associate the lines:

"When in His power and love divine
God made the earth and sky,
The flowers, the birds, and everything
We see as we pass by,—
He thought of me, He wrought of me,
And wrote His name on each,
That I might love and think of Him,
Through creatures to Him reach;"

he will readily turn "from Nature up to Nature's God;" and, his ear being attuned to it, he will answer the *sursum corda* of the whole creation. It is related that a child seeing a beautiful sunset knelt down and said: "O beautiful God, I love you!"

By the objective method the child not only learns but gets the desire to communicate its knowledge. From the time when the wee ones form in the sand a copy of the cave of Bethlehem and speak or sing the dialogue: "What lovely Infant can this be?" enacting over and over again the scenes of the Divine Childhood, the parents love to have them do it at home. And when a teacher hears that the Calvary made in sand or drawn on the blackboard for schoolroom use, in Holy Week is reproduced at home for the parents' benefit, she realizes that her "hundred-fold" comes even in this life.

Generally in our schools these reproductions of scenes from the Old and the New Testament are carried through from the first to the eighth grade by the concentric method; so that on the miniature Holy Land of the classroom, events and persons that from mere book acquaintance seem almost mythical become palpitant with life and meaning. Thus is fulfilled the wish of the author of *Soul Blindness*, that Catholics would study the life of Our Lord so as to be able "to reproduce at will the Gospel story in its rich and suggestive setting, so that words and things would recall sacredest memories;" and "white-walled town and blue lake-water, grassy plain and stony wilderness and road-side well, palm and fig-tree, thorn-bush and field of corn would bring holy thoughts to the mind."

The children of the first three grades have nothing to do with chronology; but all the others are helped wonderfully in it by mnemonic words, by tablets in sequential form, and by an adaptation to the Catholic Bible of Byington's *Line of Jewish National History*; from which by the symbolic use of colored chalk is imprinted on the retina a picture the imagination is able to reproduce at will. There is not a chapter in the catechism on which, through pictures and various other media, additional light may not be thrown; or which cannot, by visual demonstration, be brought within closer range of the children's comprehension. In teaching "sin," one may show a heart full of flames of dreadful fire, with the name "devil" inscribed thereon, contrasting with it a heart pure white, on which is written the name of God with rays of light emanating from it. A heart, dull in tint and spotted, may well symbolize venial sin. That this illustration is effective, the following incident will show. In a certain Sunday school class there was a lad intellectually subnormal. The teacher had shown this drawing of a heart occupied by the devil and explained it as the effect of mortal sin. The boy alluded to seemed not to be paying the least attention. But when on the following Sunday she asked had he been to Mass, expecting the usual negative, he exclaimed: "You bet I was! I ain't goin' to have no devil livin' in my heart like as you showed us last Sunday."

The Sacred Heart of Jesus pictured as the source of the Precious Blood, from which run seven channels conveying grace (the purchase of that Blood) to hearts placed at the end of each channel, enables the teacher to represent most vividly the sacraments of the dead and of the living; the different effects of each; the conditions necessary in one who would be a subject for that sacrament; the lock that the soul itself may set up against the influx of grace;—in a word, everything pertaining to the sacrament and the receiver. In teaching about the Church (a subject pupils usually find difficult) one can meet the child on the plane of his family conditions. "When a father is going away to a great distance to prepare a home for his family, how will the children know anything about him? How know what to do, as the years go by?" Even the little ones will understand the situation well

enough to say, "He will tell mother what to do and what to say to the children." On this basis they can be given an idea of what the office of our mother the Church is in regard to us; how necessary it is for us to obey her if we wish to do the will of our Father in heaven and go home to Him in the end.

From the fourth grade, the diagram the children have previously made of the tabernacle in the wilderness (an oblong in the proportion of three to one), can be used as an illustration of the parts of the material Church; of the spiritual Church; the Church teachin g and the Church taught. The indwelling of the Holy Ghost, His inspiration carried through the teaching Church; the flow of the sacraments, six all through the Church, the seventh—Holy Orders—only to those within the sanctuary—are thus made clear; they are brought not only within the pupils' comprehension, but within their powers of graphic reproduction. We desire to show the class the necessity of assisting at Mass devoutly. Using the broad side of the chalk (for children delight in solid effects), we sketch the Mount of Calvary surmounted by a Cross. Then by strokes of white chalk we represent, at the foot of the Cross, the Blessed Mother, St. John, St. Mary Magdalen; by red chalk, the priests, the executioners, the persecutors; by neutral tint, the onlookers, neither active persecutors nor passive ill-wishers, but merely curious or indifferent. By showing the altar as another Calvary, the Mass as the same sacrifice, the children may be brought to a realization of their part at Mass, either as devout worshippers with our Blessed Lady; or executioners by sinful behavior; or indifferent spectators, by being careless, indeavour lookers-on.

It is not to be supposed that the media used for these elucidations are of use only in the elementary grades; they become potent factors as to academic results. The sequestnai idea is as great a help in Church history as in Bible history; and vivid illustrations of spiritual truths spring out of the natural sciences, when the mind has been sufficiently trained to grasp them. For instance, Rev. Father Donohue in his *Short Instructions*, wishing to demonstrate the action of habitual grace and actual grace, makes use of the figure of the ascending and the descending sap of a tree, and its effects; than which nothing could give a better idea. The process of grafting in a vine shows how the soul is grafted in Jesus Christ by baptism; the first apparently quiescent state of the graft, and its later visible response to the life-giving sap, illustrate the state of the infant's soul, and in due time the child's response to grace or rejection of it by an act of the soul attained to the use of reason. The conditions for the reception of a sacrament, when presented under an equation form, arouse keen interest and may be so used as to deepen impressions in pupils of academic status. Let the conditions necessary to a worthy reception of the sacrament of penance be written as an equation, thus:

Prayer + examination + contrition + confession + absolution + satisfaction = justification.

Then, by elimination or substitution, the conditions that result in success or failure may be readily demonstrated. Much of the Christian Doctrine can be presented under such forms, and the pupils' interest may be so aroused that they will delight in devising equations themselves.

It is more than probable that the failure of our children sometimes to show forth in after life the advantages of Catholic education, is traceable to the omission of that integral part of a lesson, the application, which it is the teacher's duty to inculcate. That 'accretion is not assimilation' is a well known maxim in pedagogical as in physical science, "nor does a knowledge of religion constitute religious education." One may learn about the creation, yet never be led to a realization of his personal indebtedness to God for the gifts of nature; may never have been shown the rude ingratitude, for example, of taking his meals without the acknowledgment of "grace." One may know perfectly the definition of sin yet never have been shown just how to make an act of hatred of it, an act of sorrow for its having been committed, an act of thanksgiving for redemption from it. One may understand what is "blasphemy," yet never, in his schooldays, have been spurred to an act of horror of it; or induced to send up with it, when heard, a flash of reparatory prayer. The teacher's way of presenting a truth may well

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Plan for the Study of Asia

Supt. G. B. Coffman, Pana, Illinois

Place an outline map on the board and have pupils name the boundaries; oceans, large bays and gulfs, and countries. Indicate the latitude and the longitude. Find approximately the distance, east and west as well as north and south. Compare the size with Europe and North America.

Draw lines, indicating the zones. Mark these lines Tropic of Cancer and Arctic Circle. Find the distance between these two circles. How do the zones compare with North America?

The study of the surface is a very important thing in determining the worth of this continent to man. A country is only worth to man what he can get out of it. Only to the extent he can use the land, the minerals, the rivers and the lakes, etc. Asia is much different in this respect from North America or Europe. A large part of the continent consists of mountains and high plateaus.

On an outline map have pupils mark the Himalaya Mountains. Note the length and the height. Have pupils find out all they can by reading books other than the text—geographical readers or magazines. Have them get a good impression of the mountains and the climate on the mountains. Study the Kuen-lun and the Thian Shan in the same way. Place them on the map. Now make a careful study of the Plateau of Tibet. Get the height and width. What are the conditions of life on this plateau? Here again the texts do not give enough material on the subject. Seek in the geographical readers and magazines. Indicate on the map the plateau of Mongolia and the Desert of Gobi. Note the Stanavoi Mountains and Atlas.

From the map it will be easy for the students to see where almost all the rivers rise and where the height of land is. Have them indicate on the outline map the following rivers: Ob, Yenisei and Lena, flowing north, into the Arctic Ocean. Study the character of these rivers and the country thru which they flow. Are they navigable? Are they of any use to commerce? The Amur, Hoang-ho and the Yangtse-kiang, flowing east and emptying into the bays on the eastern coast. Study the nature of these rivers, the country thru which they flow, and their value to commerce. Find the length of these rivers. The Mekong, Ganges, Indus, Tigris and Euphrates, flowing to the south and emptying into the bays on the southern coast. Study the character of these rivers and note the country thru which they flow. Are they navigable and are they any value to commerce? Place on the map and study the Aral Sea, and Lakes Balkash and Baikal. Note the position of the Caspian Sea and the Black Sea. Get the history of the surface of this part of the continent. Compare it with the other surface of the continent.

To give interest to the work, have the pupils find out all they can about some of these rivers. Some of them have much history attached to them. If history is given, have it done from a geographical standpoint. Something that will bring out the nature of the country.

If the above is well done, the pupils should have a knowledge sufficient to take up the study of the climate. This is the important part of the study. Man can only develop a continent so far as the climate will permit him. Again the pupils should review their knowledge of the atmosphere as relative to height and winds. He knows by previous study that much depends on the wind. When the pupils look carefully to the outline maps they have made on the surface of the continent, they will find that much of the surface is very high and that but little moisture ever reaches the high portions of the continent. About one-tenth of the entire continent is ten thousand or more feet high. Almost all

moisture is rained out before the atmosphere gets that high.

The precipitation of the westerlies which cross Europe is about all gone. Therefore Siberia has but little rain. Have pupils find out where the rain comes from for Siberia and Eastern Asia. Have them study carefully the conditions of eastern Asia and determine whether there is much rainfall. By the appearance of the rivers on the maps, there must be rainfall generally. What is the direction of the winds?

Locate the winds in southern Asia. How far north does it rain in abundance? What causes the winds which produce the rain? What conditions cause the desert of Gobi? What causes the desert of Arabia? Here we have seas on two sides yet we have a desert.

From what you have learned and carefully looking at your outline maps, determine just where the agriculture districts may be found. Of course, the pupil will understand that much depends on temperature, moisture and character of the soil. On an outline map have pupils indicate the agriculture districts with the important crops raised.

Have pupils learn the political divisions and know where they are located: Siberia, Empire of China, India, Arabia, Persia, Afghanistan and Japan. Drill on this daily until it is known. It will be hard for some of the pupils to pronounce these words. Care should be taken as soon as the word is introduced. Get the pronunciation fixed.

The problem of commerce will be hard for the pupils to work out as so much depends on other continents. Much of the continent is owned by European countries. But the wheat fields must have a market. Where is it? The rice and tea fields must have markets. Where are they? In finding these markets, pupils will become familiar with the large cities and excellent ports. They will become acquainted with the commercial highways of the seas. They will discover where railroads are needed. Have them locate and learn well about a dozen of the leading commercial cities, with the leading articles of commerce.

Compare the continent with North America and Europe as to commerce. Make comparisons as to harbors and coast lines. Compare the mineral resources with Europe. Where are they undeveloped? Why are they undeveloped? Why is the civilization of Asia lower than Europe or North America?

It is very essential for these minimum essentials to be well learned before leaving them. Much drill should be given, each day. The map should always be before the pupils when the drill is given and the location made.

Before leaving each of these subjects, have pupils write a review on each. Bind these reviews and the maps into a booklet and collect to grade.

LITTLE BABY STOCKING

Little baby stocking
Hanging on the wall,
Waiting for a tiny gift,
A sugar plum or ball.

Maybe just a wooly dog,
That wants a baby's love,
Wants to hear him coo just like
A little baby dove.

Little baby stocking
Hanging on the wall,
Do you know your owner is
The sweetest gift of all?

—Marion Mitchell.

A Page of Christmas Poems

By Marion Mitchell

May this Christmas bring you such a glow of good
will toward men, that it will tide you over until the
next coming of His birthday, with such a generous
overflow that all with whom you come in contact may
feel the spirit of His peace.

"The best of Christmas joy,
Dear little girl or boy,
That comes on that merry-making day,
Is the happiness of giving
To another child that's living
Where Santa Claus has never found his way."
—Selected.

'Tis the time of the year for the open hand,
And the tender heart and true,
When a rift of heaven has cleft the skies
And the saints are looking thru.
The flame leaps high where the hearth was drear,
And sorrowful eyes look bright
For a message, dear, that all may hear
Is borne on the Christmas light.

—Margaret Sangster.

Sing a song of Santa Claus,
Dressed from head to toe
In the warmest kind of clothes,
Made of fur, you know.

Face as rosy as can be,
Eyes that dance with glee,
And a heart that beats for us,
Beats for you and me.

Sing a song of Santa Claus,
Do you ask us why?
If you are a real good boy
He'll never pass you by.

—Marion Mitchell.

I heard the bells on Christmas day
Their old familiar carols play,
And wild and sweet
The words repeat
Of "peace on earth, good will to men!"

For those who think of others most
Are the happiest folks that live.

—Phoebe Cary.

A CHRISTMAS LULLABY

Sleep, little one, in your tiny white bed,
Mother bends lovingly o'er your dear head.
Long years ago on the sweet scented hay
The dear little Christ Child so peacefully lay.

Lullaby, lullaby,
Baby of mine.
Lullaby, lullaby,
His ways be thine.

Sleep, Baby Mine, as your dear Savior slept,
While His own mother a loving watch kept;
Singing to Him, as I'm singing to thee,
Songs that the kine heard, on low bended knee.

Lullaby, lullaby,
Baby of mine.
Lullaby, lullaby,
His ways be thine.

—Marion Mitchell.

Unto a child in Bethel town
The wise men came, and brought the crown;

And while the infant smiling slept,
Upon their knees they fell and wept,
But, with her babe upon her knee,
Naught reck'd that mother of the tree
That would uplift on Calvary
What burden saveth all, and me.

—Eugene Field.

"I didn't want a story book; I didn't want a doll;
I didn't want a thimble or a satin parasol.

I didn't want a bonnet

With a curly feather on it,

And everything that Santa brought, I didn't want at all!

And so, tonight, I got a note from Mr. Santa Claus,
Explaining how it happened; and he said it was because

He never got the letter,

And that little girls had better

Have all their mail at Christmas posted by their Pa's
and Ma's!"

—Mrs. John Van Sant.

IF I HAD BEEN A SHEPHERD BOY

If I had been a shepherd boy
That night so long ago,
I'm sure I would have seen The Star
And felt its kindly glow.

I would have followed as they did,
To where our Savior lay,
Down in a manger poor and low
Upon the fragrant hay.

And round about the oxen gazed,
With eyes so kind and mild;
While Mary bent with loving eyes
Above her darling child.

I would have heard the angels sing,
"On earth peace and good will,"
A song that watching shepherds heard
And sang from every hill.

If I had been a shepherd boy,
How happy I would be,
To tell the whole world what I saw,
And what each one may see!

But, since I could not see Him then,
When Angels sang on high,
I'll be as good as Mother is,
And see Him bye-and-bye.

—Marion Mitchell.

CHRISTMAS CANDLES

Five little Christmas candles
Right beside the door.
Baby goes to bed with one,
Then there are four.

Four little Christmas candles,
Prim as prim can be,
Brother hangs his stocking up,
Then there are three.

Three little Christmas candles,
Pink, and white and blue.
Mother thinks it's sleepy-time—
Then there are two.

Two tiny Christmas candles,
Think trouble has begun.
Father says, "It's time for bed."
Then there is one.

One lonely Christmas candle

Twinkling all alone.
Santa comes to find the stockings—
Then there are none!

—Marion Mitchell.

Christmas morning poor Jack Horner
Sat on the floor and cried.
"What's the matter, Jack my boy?"
Said Old Mother Goose, and sighed.

"I wanted some plums, some juicy plums,"
Said Jack with a look forlorn.
"I'm sure that Santa made a mistake,
For he left me Boy Blue's tin horn!"

—Marion Mitchell.

"Only a loving word, but it made the Angels smile;
And what it is worth, perhaps we'll know
After a little while."

—Lillian Gray.

Wherever children love Him,
The lowliest child of all,
Wherever men, adoring,
Before the Savior fall;
Wherever tender mothers
Beside their dear ones stand,

The Father sends His Angels down,
And names it "Christmas Land."
J. G. Holland.

MY LITTLE STAR

You dear wee star, I wonder why
You are so kind to me.
Each evening thru my window here
You smile so lovingly.
I wonder if you understand
What we say here below?
And in the daytime, Baby Star,
Tell me, where do you go?
Tell me, tell me
All about your home so far,
For I love you,
Tiny, wandering Baby Star.
My Baby Star, on that clear night,
So many years ago,
Did you look down and see Him in
A manger poor and low?
And did you hear the Angels sing
The songs that shepherds heard?
Did your wee light guide someone there
To worship our dear Lord?

—Marion Mitchell.

Reading—Helps to Study

W. H. Elson, Author Elson Readers

Reading is justly considered the backbone of the curriculum, for progress in reading means progress in all studies. While this is true, it is generally accepted that preparation of the reading lesson is less effective than is its preparation in other studies. Why is this so?

In accounting for the failure to make effective the preparation of the reading lesson, two reasons stand out prominently as contributing strongly to this result. First, the assignment of the reading lesson is, generally speaking, wanting in definiteness. In arithmetic, geography and other studies pupils are given specific work to do in preparing the lesson, but the reading lesson is too often dismissed with the words, "Take the next two pages." With nothing specifically assigned for pupils to prepare, it is not surprising that they do so little towards thorough preparation of the lesson; "take the next two pages" does not mean much to them.

On the contrary, the wise teacher comes to class, ready to make assignment of the next day's lesson. She takes adequate time to go into details with pupils in reference to the things they are to do in preparing the lesson. She recognizes that no better use of her time can be made; indeed, she knows that a definite assignment is a time-saver because it conserves and makes effective the use of the pupils' time of preparation. She knows that mistakes in assignment are usually due to haste, unpreparedness, and indefiniteness on the teacher's part; hence she is ready with a list of words to be looked up for spelling, pronunciation and meaning; with specific allusions to be given for reference study; with definite figures of speech to be translated into literal meanings; with specific word-pictures to be translated into imagery; with specific passages to be interpreted; with particular thought-units to be read aloud at home; and so on thru the entire gamut of phases to be treated in the reading lesson. Of course, the teacher will distinguish all the while between the things which pupils

can do by their individual efforts, and the things for which they need classroom guidance.

Definite assignment, however, presupposes available data, sources of information to which pupils may be sent. Here lies the second reason for failure to make effective the preparation of the reading lesson. Indeed, this may be, and no doubt often is, the primary cause, since the first reason offered may rest upon the absence of the dictionary and the cyclopedia. For these reference books are often wanting or are of such kind as to be valueless to pupils. To illustrate, pupils often have no dictionary at all; or they have only a small one, in which words are defined by means of synonyms. It is not uncommon for the new word, given as a definition, to be less meaningful to the pupil than the original word which he is asked to define. This kind of dictionary is of little or no value to pupils. What is the solution of the problem thus presented?

Manifestly, the book in use, whether reader or classic, must provide the necessary helps,—a glossary for purposes of spelling, pronunciation and meaning, explanatory and suggestive data, biographical and historical notes. Such helps have long been considered necessary in a book for high school use. How much more necessary are they in the grammar grades, where the equipment is less complete, the pupils younger, and the teacher in many cases having less training in English! The glossary should include all words whose pronunciation or meaning pupils are likely not to know. The definitions should be simple and should deal with the particular uses of the words which are found in the text. The use of such helps is a preparation for the use of larger reference works, and specific practice should be given by the teacher in the ready use of glossaries and dictionaries.

Such aids in the texts are in the hands of all pupils and are available at all times. They make it possible for the teacher to send pupils to simply stated sources of information, where they can help themselves, and in this way make the preparation of the reading lesson meaningful and effective.

Studies of Noted Paintings

Elsie May Smith

A STUDY OF MADONNAS



Madonna and Child by Gabriel Max

fore the learned doctors of the temple, or pictures by other artists.

The Sistine Madonna is the best known and most talked of Madonna in all the world. Let us see if we can learn why, and come to feel ourselves that it deserves this. First, a word as to the name, "Madonna" means "my lady," and is used to designate the mother of the Christ-Child. This picture is called "Sistine" because it was painted for some monks whose monastery was called San Sisto, after Pope Sixtus. Thus it was really named in honor of Pope Sixtus. In the complete picture, of which we give only the loveliest and most important part, there is a portrait of Pope Sixtus to one side of the mother and child. There are also green curtains on either side, drawn apart to show the beautiful vision of the Madonna and her babe. Our picture gives this vision as it is shown between the dividing curtains. See the lovely mother, her eyes full of love because she holds in her arms her wonderful babe! See, too, that dreamy look as she gazes far out into the distance. Of what can she be thinking? we wonder. That wonderful expression on her face tells us that she loves her boy, oh, so much, and she knows that he is to be something more than all the other babies in the whole wide world. And the baby himself! Do you notice those wide-open eyes, how they look out at you? Do they not tell you something more than you can say in words? How strong he is! He sits up in his mother's arms, and his face seems to tell us of the great things he is going to do by and by. How many little boys like to talk of what they will do when they are men? The Christ-Child looks as tho he, too, were thinking of that great time, and planning for it. Look again at those eyes, the mother's and the babe's; does it not seem as tho the artist had painted their inmost souls, and they were speaking to our souls?

Let me tell you something of the young man who painted this picture, for he was only a young man when the great thought came into his mind which led him to take up his brush and paint it. How quickly, how happily he worked to put his vision on the canvas before he should forget any of it! How he loved his

This month we give for the enjoyment of both teacher and children three beautiful pictures of the Christ-Child and his mother, as represented in the Madonna pictures of noted artists: The Sistine Madonna, by Raphael, Madonna and Child by Gabriel Max, and Madonna by R. Ferruzzi. We suggest that the teacher, in connection with these pictures, tell her pupils the story of the Christ-child, something of his birth and early years. Perhaps the best story she can tell is that in the New Testament—the shepherds watching their sheep, the journey of the wise men, the bright star shining overhead, the humble birth in a stable at Bethlehem, the childhood days and journey to the temple. In this connection she may profitably use Hoffmann's picture of the Christ be-



Madonna by Ferruzzi

work! Yes, that was the secret of his life, he had always worked, and knew how to toil day after day. He knew how to study and to think beautiful thoughts, how to live with books and to love great men. From other great men he learned many things. But best of all was his life. He had lovely manners that pleased people and made them love him, and he was modest about himself. His life was upright and true. Because he was pure and good, he lived in the world of the spirit and had such visions as he gives us in the Sistine Madonna.

Nearly two hundred and forty years after Raphael painted this picture it was bought by a duke and carried to Dresden. When it reached the duke's palace the duke had it taken into the room where his throne was. He wished to have it where he could see it often, but the only place where the light would shine on the picture to make it look the best was right where the throne was. So the duke had his throne moved away to give the best place to the picture! If he was willing to do that, ought we not to find a place where we can put this picture and keep it?

When we turn to the Madonna and Child by Gabriel Max, we think how pure and innocent they are. There is a freshness about them which is very pleasing. See how the mother holds her baby close to her breast. Does not this tell us how much she loves him, and wishes to keep him near her always? There is a very thoughtful look in the mother's eyes; doubtless she is thinking of the future when she will lose him, yet she feels a proud, calm joy in spite of it all. Notice her delicate face with its small peculiarly rounded nose and sweet tender mouth. One eye is slightly larger than the other. This gives the face that beautiful look which makes it seem spiritual, unreal, as tho belonging to another world. Her eyes are sad-looking, dove-like in their expression. While she is proud, she does not have that look of wonderful pride which we see in Raphael's Madonna. There is a great contrast between the two pictures of the Christ-Child. Here a sweet-faced infant clings to his mother as tho needing love and care. There a strong baby sits up and looks out



Sistine Madonna by Raphael

upon the world as tho more anxious to give to others than to take anything from them.

Gabriel Max belongs to our own times. He is a Bohemian by birth, and lives in the city of Munich. As a man he is dreamy and fond of thinking of things which do not belong to this world. These he paints in his pictures. He has delicate feeling for those who are beautiful and helpless, or who suffer wrong from others.

Our last picture, Ferruzzi's Madonna, is quite different from either of the others. Here the artist has pictured a real mother with her baby. He saw no vision in his soul far away from the world, but he found a sweet woman in Italy carrying her baby in her arms. He thought she was worthy to represent the mother of Jesus, so he painted her. Notice her dress and the dress of her baby. Did Raphael put clothes on his Christ-Child? Did Gabriel Max? See, this baby has fallen asleep. His mother carries him gently in her arms, and holds him close to her breast so that he may sleep in comfort. Notice his mouth. How natural he looks! Just like any other baby we might see any day on the streets. His mother's face is happy. She, too, is a proud mother. See how she is looking upward as she walks along. What makes us think they are outdoors?

This mother has beautiful eyes. Are they like the eyes of Raphael's Madonna? There is a great difference between this Madonna and Raphael's. How different the Christ-Child in each case! Think of the contrast between that strong open-eyed babe and this one sleeping in his mother's arms, knowing nothing of what is going on around.

Ferruzzi is an obscure Italian artist who is not known except by this Madonna, which makes such a human appeal that the picture-loving public have become very much attached to it.

When teaching the children of the Christ-Child it would be a splendid idea for the teacher to emphasize the thought of his coming as a gift to the world, and that all our giving at Christmas time is only copying the example furnished in this supreme gift.

Pictures of the Madonnas may be hung around the schoolroom for the children to look at during the week preceeding Christmas. One teacher who did this says:

"It was a beautiful sight to see the little figures coming early to school that they might walk up and down the line and learn of the Christ-Child." The teacher may make a present of a Madonna to each child, or she may encourage and help them to make collections of Madonna pictures to put in note-books made for this purpose. The front cover of the note-book may be a Madonna mounted on soft gray card-board. The other pictures are then pasted on paper forming the inside leaves, the back cover being of the plain gray cardboard. The whole can be tied together with gray or white narrow ribbon. Emphasize the little moral given above in the story of the duke of Dresden.

Questions for Study of the Sistine Madonna

What does this picture represent?

What look do you see in the Madonna's face?

Does she seem to be thinking? What do you suppose she is thinking about?

Has she a beautiful face? Do you like the look in her eyes?

What do they seem to say?

How does she hold her Babe?

What upon the right balances the Babe upon the left of the picture?

What look do you see in the Babe's face? Do you think He has wonderful eyes? Why?

Does he seem to look out upon the world with a wondering look?

Study these faces carefully and note what meaning they seem to have.

Does the Christ-Child resemble His mother in looks?

Why is this picture called the "Sistine Madonna"?

For whom was it painted? Where is it now?

Do people like to look at it?

Why is it appropriate to study it at Christmas time?

Do you like this picture? Why do you like it?

How does it rank among pictures of the Madonna?

Do you think it deserves its great fame? Why?

Is it a beautiful and inspiring representation of a great subject?

Does it speak a noble message to you? Is it then a great picture?

(These Madonna pictures may be obtained from the Perry Pictures Company of Malden, Mass., whose ad. appears in this issue.)

LONG SESSION OF CONGRESS ENDED

The adjournment of congress on October 24 brought to a close what had been practically a continuous session of congress for 567 days, or nineteen months. Excepting the long session of congress during the civil war, it was the longest session on record. President Wilson, on coming into office, called a special session of congress to take up the tariff and other matters, for April 7, 1913. That special session lasted up to and merged into the regular session, beginning in December, 1913.

It may be truthfully said that this long session of congress has been one of the busiest in the history of the United States. The most important transactions of the congress were the acts revising the tariff, establishing the income tax law, establishing the federal reserve banking system, the adoption of the Clayton anti-trust bill, the trade commission act, and the repeal of the Panama tolls exemption clause. Important bills are pending, such as the one to regulate stock exchanges and to regulate the issuance of railway stocks and bonds.

A government railroad for Alaska was provided for at a cost of \$35,000,000. An appropriation of \$500,000 was made to aid in bringing Americans out of the war zone in Mexico, and \$2,750,000 was given to assist Americans in Europe beleaguered by the war there to get home. A half a million dollars was appropriated to fight hog cholera. One of the last acts of congress passed just before adjournment was the war tax.

The total appropriations of congress for the fiscal year of 1915 was over \$1,115,000,000.

Construction Work for the Grades

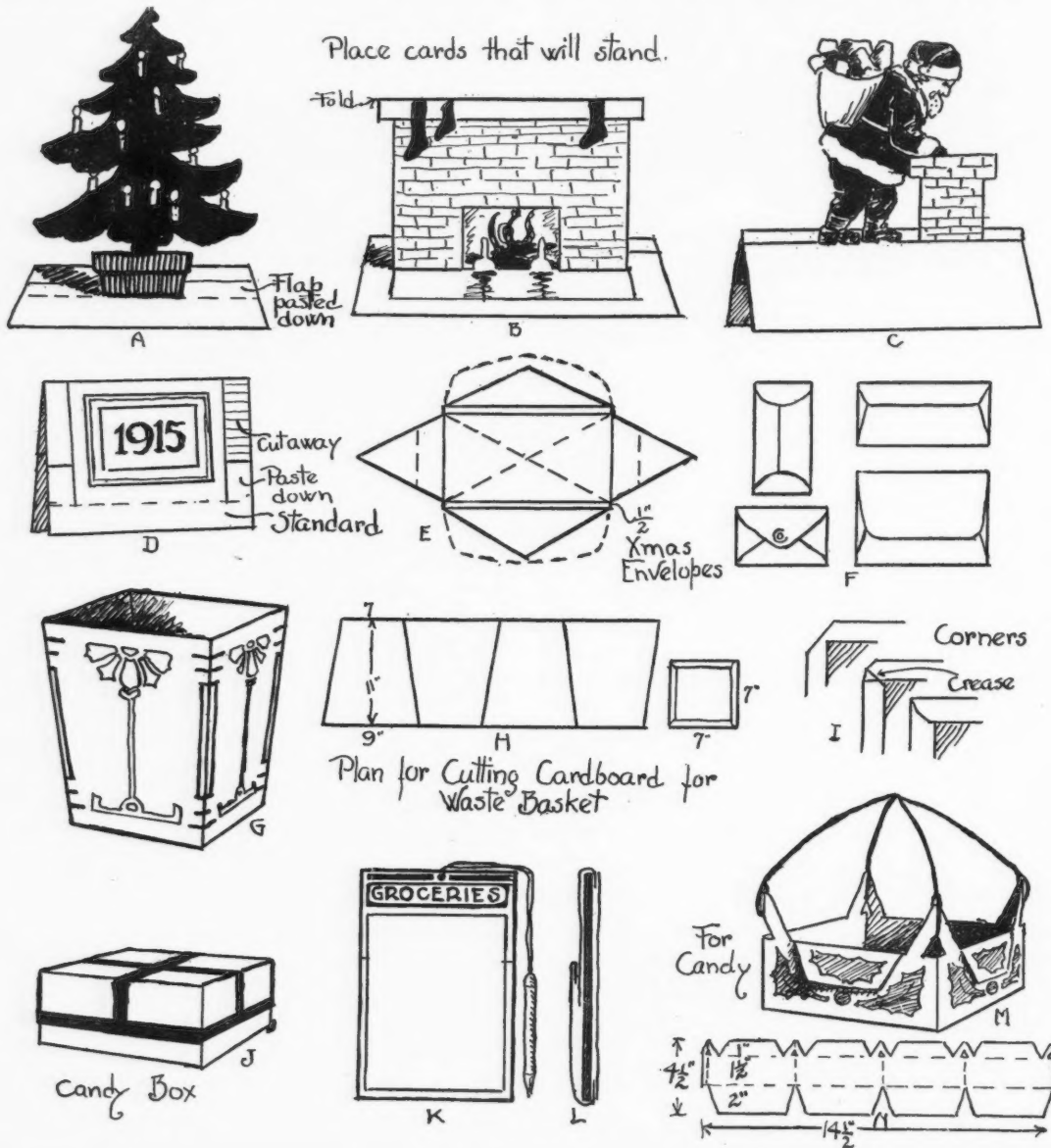
Margaret B. Spencer, State Normal School, Kalamazoo, Mich.

The altruistic spirit of Christmas should be felt in the school room as well as the home by letting the children make something for their parents or friends. Whatever they make let it be something to be used.

Place cards for the Christmas table will be appreciated by their mothers. These suggested will stand up which adds to their interest, especially if gaily colored with the red and green of Christmas. To make them, fold a piece of paper as in D. With crayons or pencil begin drawing from the fold, or top. Leave plenty of paper at the bottom for the standard. Then cut around the drawing, down to the standard, but leave a flap to be pasted down for strength. In the fireplace cut the opening around the andirons out of the first half sheet of paper and draw the fire on the back sheet. The calendars when finished should stand

up like the fire-place. Other toys and ideas can be worked out by the children.

Candy boxes are sometimes welcome, especially if filled with sweets. Fig. J is made of two squares of paper, one an eighth of an inch larger than the other. This is for the top. Fold each piece into sixteen squares. Cut the corner squares down on one side and paste. Trim off the lid so that it comes only part way over the side of the box. Strips of red paper may be pasted on, or ribbon tied around to cover the folds. The hanging basket, Fig. M, would be pretty hanging from the Christmas tree if made of red paper with the holly leaves outlined in black and filled in with green Christmas cards with a simple greeting suggestive of the season may be more individual and personal than those found in the stores. Care should be taken to see that the printing is well spaced with a good margin all



around the edge of the card. An easy way to make an envelope to fit the card is to draw around the card in the center of a sheet of paper. Make another tracing. On this one draw the diagonals and cut out the triangles thus made. Arrange them around the first tracing as in Fig. E, leaving one-half inch space between the narrow triangles and the rectangle. Trace these and you have a working pattern. Vary the shapes of the flaps to suit the taste as in Fig. F.

A waste paper basket is a usable thing. You may want to make a larger one than the dimensions given would make. Strawboard, or suit boxes make a good

foundation. Cover this with bogus paper, wall paper, or some soft colored wrapping paper. Cover each board separately and lace together with jute twine or cord. Cut pieces of paper the size of each board for the lining and cut pieces of paper three-quarters of an inch larger each way for the outside covering. In surface pasting be sure to surface paste both sides of the board to prevent warping. If the boards are stiff the paper need be pasted only along the edge. Be sure to put it under a light weight to dry. The base, Fig. H, shows the outside paper pasted on. It is ready for the

(Continued on page 277)

Christmas in Mother Goose Land.

MARION MITCHELL
Lively.

CHURCHILL—GRINDELL,
Authors and Publishers of Children's Songs.

1. 'T was Christ-mas eve, and San-ta Claus Had just ar-rived in town, Where
2. For Jack and Jill a fine new pail, Whence wa-ter could not spill; For
3. - Mis-tress Ma-ry, quite con-tra-ry, Was giv'n a gar-den hoe; Old

Moth-er Goos-es' fam-i-ly..... Kept things torn up-side down..... Of
Sim-ple Si-mon such a pie!.... For once he got his fill..... Miss
Moth-er Hub-bard got a cup-board, Where bones just seemed to grow..... But

course he had a load of gifts For each child liv-ing there,... So
Muf-fet on a tuf-fet new Ate sweet-ened curds and whey;... The
Poor Jack Hor-ner in a cor-ner Made us all feel glum;... He

e-ven Tom, the Pi-per's son, Came in for his good share.....
spi-der, it was just a toy, So she did not run a-way.....
ate and ate un-til he looked Like a burst-ing pur-ple plum.....

Children's Favorite Authors

Sarab J. Schuster

ALICE CARY

A woman who spent many hours with the Cary sisters in their home in New York writes of Alice Cary in biography: "You could not know her without learning that the woman was far greater and sweeter than anything that she has ever produced." This sentence is fraught with wonderful meaning and it is with delight that we lead the children to the little brown house on a farm in the Miami Valley, eight miles north of Cincinnati, Ohio, where Alice Cary was born on the 26th day of April, 1820, and bid them follow the life story of their author friend who thru hard experiences and bitter disappointments developed and preserved a rarely beautiful character.

Alice was the fourth in a family of nine children. Poverty hedged in the life of the Cary family. The touching pictures of Robert and Elizabeth Cary written by their daughters and their granddaughter stand as a beautiful background to the story of their poet daughters, Alice and Phoebe. Phoebe writes: Robert Cary was a man of superior intelligence, of sound principles, and blame-



ALICE CARY



PHOEBE CARY

less life. He was very fond of reading, especially romances and poetry; but early poverty and the hard exigencies of pioneer life left no time for acquiring more than the mere rudiments of a common school education. He was a tender, loving father, who sang his children to sleep with holy hymns, and habitually went to his work repeating the grand old Hebrew poets, and the sweet and precious promises of the New Testament of our Lord."

Ada Carnahan, his grandchild, says: "When he had no longer children in his arms, he still went on singing to himself, and held in his heart the words he had so often repeated. Of his children Alice most resembled him in person, and all the tender and close sympathy with nature, and with humanity, which in her found expression, had in him an existence as real if voiceless. Tears rose to his eyes, smiles flitted across his face, precisely as they did in the face of Alice. He was the prototype of Alice. In her was reproduced not only his form and features, but his mental, moral, and emotional nature. To see father and daughter together, one would involuntarily exclaim, "How alike!"

The children will recall the lines Alice wrote about her mother in the poem, "An Order for a Picture:"

"A lady, the loveliest ever the sun
Looked down upon, you must paint for me:
O, if I only could make you see
The clear blue eyes, the tender smile,
The sovereign sweetness, the gentle grace,
The woman's soul, and the angel's face
That are beaming on me all the while,
I need not speak these foolish words:
Yet one word tells you all I would say,
She is my mother: you will agree,
That all the rest may be thrown away."

On the quarter-section farm in Ohio, the "Clovernook" of Alice Cary's stories, the children of the Cary household grew up. A debt rested on the small farm, and strict economy was the law of the home. The children early found their happiness in the beauty of nature about them. Every corner of the fields was explored and the waving grain, the trees and the blossoms became their intimate friends. Little wonder that in later years the two gifted sisters needed only to close their eyes to have the birds flit before them with sweet songs, daisies, dandelions and clover in their wholesome beauty make their appearance, and the cows and horses in mute respect look up at them. The girls learned to knit, churn, cook and sew as was necessary in a home where economy kept poverty away. The district school house which the Carys attended was a mile and a quarter distant from their home, and here the happy children devoured the bits of knowledge put before them. Speaking of her older sister and herself Alice said, "We pined for beauty; but there was no beauty about our homely house, but that which nature gave us. We hungered and thirsted for knowledge; but there were not a dozen books on our family shelf, not a library within our reach. There was little time to study, and had there been more, there was no chance to learn but in the district school house down the road. I never went to any other, not very much to that."

When Alice was twelve years old the farm was paid for and a new, plain but comfortable house built for the large family who had outgrown the old house. "It cost many years of toil and privation, the new house. We thought it the beginning of better times. Instead, all the sickness and death in the family dates from the time it was finished," Alice told a friend reminiscently. Within the next few months Rhoda, an older sister died, followed in a month by Lucy, the three-year-old sister to whom Alice was fondly attached. Two years later the mother passed away and sorrow followed sorrow in the life of the young poetess. Mr. Cary married a second time and the new mother, practical in every thought and action, had little sympathy for the beauty loving daughters. Alice, now seventeen, was kept busily at work darning stockings, baking bread and making herself generally useful. At night after the hard day's work hidden dream spirits stole from their chambers and beckoned the young girl to study and prepare herself for the work which she was to do. Candles were denied her, but a saucer of lard and a bit of rag for a wick served instead. She worked on, wrote on, sometimes published little poems, but for ten long years never received a dollar for her work. She saw few books or newspapers. "The Trumpet," connected with the Universalist church, was eagerly read by the family and its poet's corner was an inspiration to Alice who felt it in her power to improve the verses she read.

After a time Robert Cary built a new house on the farm where he moved with his second wife, leaving Alice and Phoebe with their two brothers and one younger sister to live in the old home. New books, newspapers and magazines were slowly added to the library and several clergymen and other persons of culture came to visit the brothers and sisters so separated from the literary world which was theirs by right of talent. Alice continued to publish her poems not at all distressed by the fact that she received no money in return. From Dr. Bailey of "The National Era" she received ten dollars, a gratuity for her work. This was the first money she had earned with her pen. So greatly was she encouraged that success had come at last that ballads, lyrics long imprisoned in an aching heart, flew from her pen to magazines and newspapers. The name of Alice Cary attracted the attention of men of letters, among whom

were Edgar Allan Poe, and John Greenleaf Whittier. Many letters of appreciation came from the east to her simple western home. Horace Greeley, the editor of the "Tribune," visited the sisters in their home and said of them: "I found them on my first visit to Cincinnati, early in the summer of 1849; and the afternoon spent in their tidy cottage on 'Walnut Hills,' seven miles out of the city, in the company of congenial spirits, since departed, is among the greenest oases in my recollection of scenes and events long past."

In the same year, 1849, a little volume appeared entitled, "Poems of Alice and Phoebe Cary," for which the authors received one hundred dollars. After the publication of this book the sisters set out for New York to meet the kind people whose letters had helped them. They visited New York, Boston and Amesbury. The good Quaker poet, Whittier, felt the sincerity that lay behind the written lines of the young women and a life long friendship grew out of their first meeting. After three months the sisters returned to their home, but in the next year Alice, with heart bruised anew because the man she loved had been persuaded by his rich and proud family not to marry a girl uneducated and poor, again set out for New York, this time to seek her fortune and to make a home for those who were dear to her. She dreamed that her lover might some day come back to her as he did at last. His wife whom he had married after he had left "Walnut Hills" had died and he again sought the love of his youth. It was too late; he found Alice on her death-bed.

In New York Alice set to work with a will. The motto, "Work," which had been hers thru youth intensified its meaning as she grew older. In the spring of the following year she sent for her sisters. A flat was established up two flights of stairs, and Alice papered a room with her own hands. Economy was their watchword; never did they eat anything they could not pay for, even if a crust of bread had to suffice. In the following year the "Clovernook Papers" appeared. They told of the world their author knew and the fragrance of her native fields breathed thru her words. The brightness and simple grace of the papers charmed the people and the book sold in this country and in Great Britain. A second series was soon issued, followed by "Clovernook Children," "Lyra and Other Poems," "The Maid of Traslcala," "Lyrics and Hymns," "The Lover's Diary," "Snow Berries, a Book for Young Folks," and "Pictures of Country Life" are among Alice Cary's best known works. "Lyrics and Hymns" is a standard edition of her poems. In twenty years she produced eleven volumes.

When success came in rapid strides Alice Cary bought a house in Twentieth street. Here the pining for beautiful surroundings was satisfied, but never for an instant was work laid aside. Her sister writes: "Her pleasure was her labor. Of rest, recreation, amusement as other women sought these, she knew almost nothing. She was not always working with her pen, but always working, whether she was making a cap or trimming a bonnet for some poor woman made no difference, but it was always work, no selfish play." The refreshment of the home was hospitality. Every Sunday evening for fifteen years the most brilliant Americans gathered in the Cary parlors to talk to the kind sisters. Artists poorly clad sat side by side with the literary men of prominence and to anyone who seemed especially forsaken Alice paid special attention and sought to help him out of his trouble.

Overwork brought sickness, but the sturdy character ripened into mellow beauty. Tenderness and compassion for all living creatures, a passion for righteousness, a chance for the down trodden, flamed in her every spoken word and written sentence. When in February, 1870, she died, biographical sketches appeared in almost every newspaper and journal in the country. Sentences such as the following attest to the rich influence Alice Cary's life shed into many hearts who felt the strength of her life thru her written words: "The bare mention of the death of Alice Cary will be sufficient to cause a

feeling of sorrow in many a household in every part of the country." "Dear Alice Cary, sweet singer of the heart, is gone. New York was shrouded in snow when her gentle face was shut away from human sight forever." Horace Greeley, speaking of her funeral, said that such a funeral never before gathered in New York in honor of any woman, or man either; that he never saw before in any one assembly of the kind, so many distinguished men and women, so many known and so many unknown.

CONSTRUCTION WORK FOR THE GRADES

(Continued from page 275)

lining. Originality can be used in lacing up the boards. Narrow borders of wall paper cut out and pasted on is an easy way of decorating the basket or a stencil may be cut and the design traced thru onto the four sides.

Writing pads of various kinds are a convenience; for instance, a pad and pencil to hang near the telephone, or a longer pad for laundry lists, shopping lists, or a pad for groceries in the kitchen. Select a pad of a convenient size. Cut a piece of cardboard (tablet backs are good), so that it will project one-eighth of an inch on three sides with a wider projection at the top for a design or lettering. Fig. 1 is a diagram of a cross section. Cover the upper part of the board with a dark colored paper which turns over the edge one-half inch. To strengthen the pocket turn the edge in a little way. Cut the pocket so that it will paste over the back a half inch on three sides. When this is firmly pasted, paste on the lining. Press and when dry slip the cardboard back of the pad into the pocket. It is a good plan in pasting, not to rub the pasted paper with the fingers, but to lay a newspaper over it and rub the newspaper. This prevents a few of the spots.

RELIEF FOR COTTON GROWERS

Cotton growers and others interested in the cotton crop endeavored to induce congress to provide \$250,000,000 for the purchase of cotton now in the hands of the planters. As the war has cut off most of the sale of cotton to foreign countries, the cotton planters have the larger part of their crop on their hands. They are not financially able to hold the cotton in storage, and to attempt to place it on the market would so reduce the price as to cause those engaged in the cotton industry to suffer great loss. While congress did not come to the rescue before adjournment, the administration arranged that a fund of \$135,000,000 be distributed in the cotton states to help carry the surplus crop. This amount is not considered large enough by those interested. The government's plan is to have the money loaned out for a period of a year, the cotton to be the security. At the end of a year there will be given the privilege of extension for six months longer. Loans will be made on cotton as security based on the price of six cents a pound. The loan is under the supervision of the new federal reserve board, and it has been announced that the reserve system would go into operation about the middle of November. At that time twelve regional banks are expected to open their doors for business.

VIRGINIA PROHIBITS SALOONS

At an election some weeks ago the voters of Virginia by a majority of more than 30,000 voted in favor of state wide prohibition, and only about eight of the one hundred counties of the state voted against prohibition. This victory of the temperance forces makes an important addition to the long and growing list of states which have come under state-wide prohibition laws, or viraually so, by local option laws. Prohibition goes into effect on November 1, 1916, and the state legislature which goes into session on January 1, 1915, will enact special laws for the government of the state under prohibition.

December Drawing and Handicraft

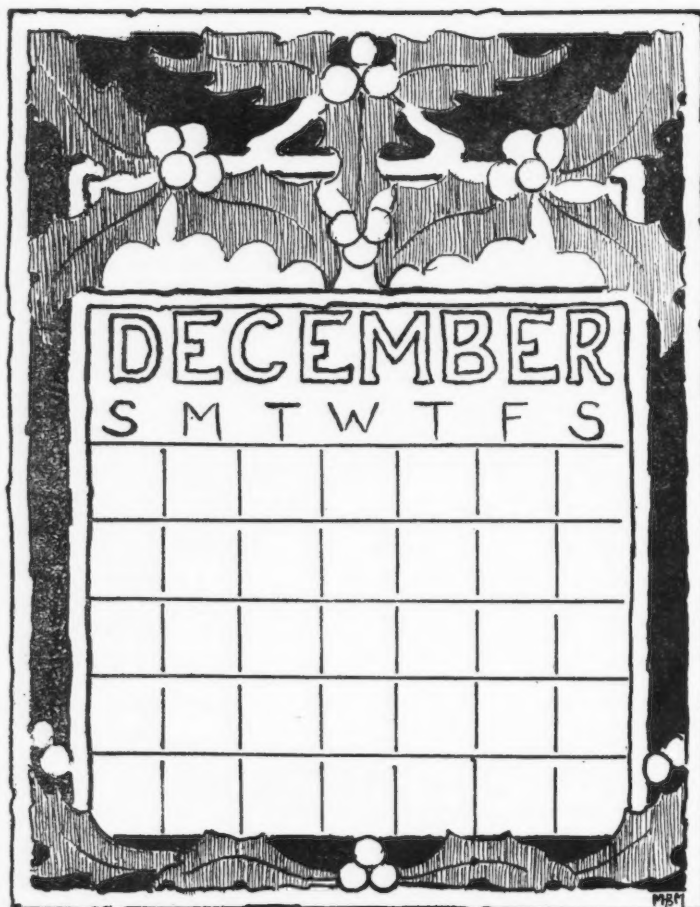
May B. Moulton, Supervisor of Drawing, State Normal, Oshkosh, Wis.

The models shown on these pages have been found satisfactory in second, third and fourth grades. They are not too difficult to make, and are practical and attractive when finished.

Cornucopia. Take one sheet of red cover paper 9x12 inches. Fold and cut according to the diagram. The sixth side or panel overlaps the first. Paste the two together or fasten with brass fasteners. Draw a very simple design on four other sides and cut away the design, allowing the white lining to show thru. Make the lining of a sheet of thin white paper folding and cutting in the same way.

Case for shipping tags. This problem demands accuracy in measuring and cutting. The tags should be made of tag board or manilla board. They are reinforced by the circles of the same material as shown in diagram. An eyelet would give added strength. The case is made of cover paper and decorated with a design of holly conventionalized. Make the design on squared paper. Transfer to cover and color with water colors or colored crayons.

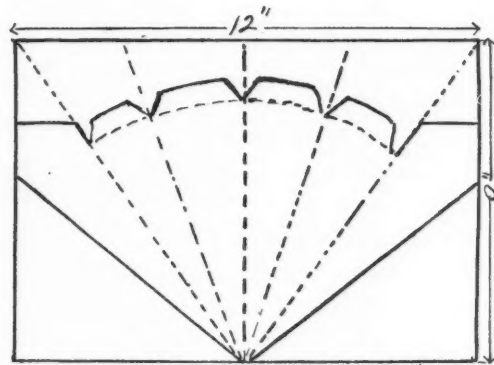
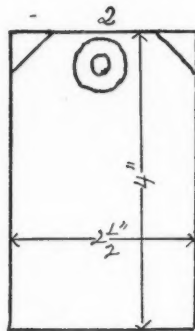
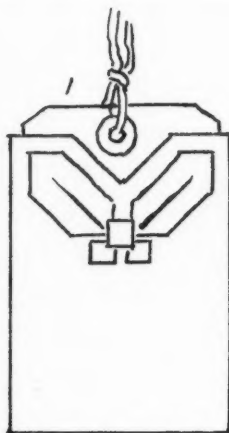
Handkerchief case. This is made of a cover paper of a lighter tint and the decoration is of cut paper of two harmonizing tones with ribbon to match one of these. For the sachet place some sachet powder between two sheets of wadding, cover with Japanese rice paper and paste in place. The poinsettia shown on the blackboard border may be used instead of the holly. The single flower, cut from paper, drawn with colored crayons or painted with water colors, would be a pleasing decoration.



Blackboard Calendar

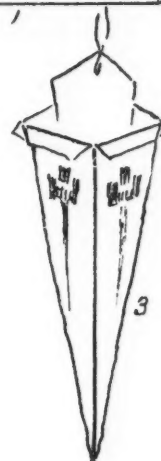
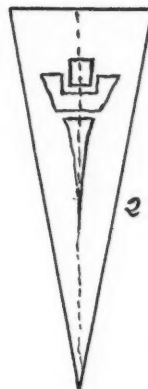
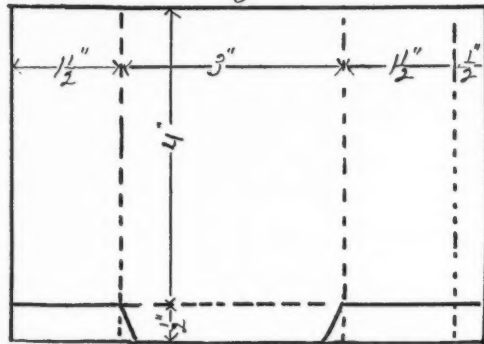


Poinsettia border for blackboard

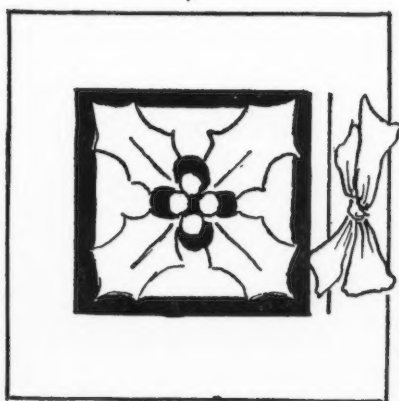


Cornucopia

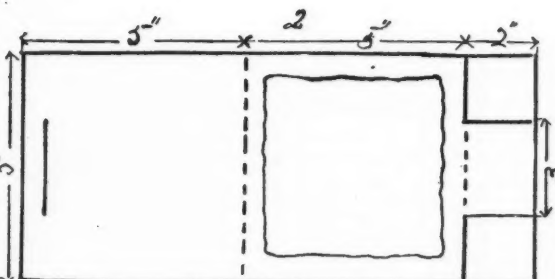
Case for Shipping Tags



Three Suggestions for the Christmas Handwork



Handkerchief case and satchel.



PORTO RICO'S PROSPERITY

It is reported that the island of Porto Rico is enjoying great prosperity, and this condition is ascribed largely to the excellent system of government which the United States has established there since controlling the affairs of the island. Since the American flag was raised over Porto Rico in 1898, the island's trade has increased nearly fivefold, laborers' wages have trebled, and there have been advances in practically every industry. It is said that four tons of sugar are now produced in the

island where one was produced a dozen years ago, and that the price of that commodity has gone up from \$1 to \$6 in that time. Orange production has increased sevenfold. Pineapple production has increased twentyfold in four years. The production of grapefruit is now twenty-five times as great as three years ago. The people are rapidly becoming real Americans in thought and sympathies, owing to the efficiency of the educational system established there by the United States. The enrollment of pupils in the schools has increased from 20,000 to 160,000.

School Entertainment

THE EMIGRANTS' C-RI

By Willis N. Bugbee, Syracuse, N. Y.

Characters

Jennie, Anna, Capt. Brown, Santa Claus, Emigrants: Wilhelmina (Dutch), Gretchen (German), Maria (Russian), Christina (Norwegian), Rosa (Italian), Tai (Japanese), Taka San (Japanese boy), Sam Ling (Chinese boy); sailors, and others as desired.

Costumes: Jennie and Anna wear ordinary clothing. The costumes of the others readily suggest themselves.

SCENE I.

A public room on board the "America." (Jennie is discovered sitting with book lying face down on lap.)

Jennie—Dear me! I just think it's horrid having to spend Christmas on shipboard with no Santa, or no tree, or no nothing. I don't see why ships sail at Christmas time anyway. It's a perfect shame, so it is.

(Enter Anna.)

Anna—Why, Jennie, what's the matter? You look as cheerful as a funeral procession. What is it is such a perfect shame?

Jennie—Why, the idea of spending Christmas on board this horrid old ship.

Anna—Horrid old ship? Why everybody says the "America" is the finest ship afloat.

Jennie—Maybe it is, but it's horrid to be on any ship at Christmas time.

Anna—I think it'll be splendid. At any rate it'll be something different. I don't like to have things happen in the same way every time.

Jennie—Neither do I. But how are we to have Christmas without a tree?

Anna—Pshaw! we don't have to have a tree. We can hang up our stockings.

Jennie—But how will old Santa ever get on board the ship?

Anna—Really, I hadn't thought of that. Maybe he'll come in a balloon or an aeroplane.

Jennie—You goosey! Who ever heard of Santa Claus in a flying machine.

Anna—Well, he might do it on a pinch. But o-o-oh say! I've just thought of something nice.

Jennie—What?

Anna—Well, you know all those emigrant children down in the steerage, don't you?

Jennie—Well, I should say I do. They must have come from all corners of the earth. There's Russians, and Dutch, and Italians, and Chinamen, and—goodness knows what all.

Anna—And probably some of them never had a Christmas tree or hung up their stockings in their lives.

Jennie—And maybe some of them never even heard of Santa Claus, either.

Anna—And so I've thought up a scheme for us to play Santa Claus and give them a really, truly Christmas.

Jennie—How can we ever do it? We don't look a bit like Santa Claus. We're not big and fat, and we haven't any long whiskers, either.

Anna—Pshaw, we don't need whiskers because we'll only be Santa's little helpers.

Jennie—Oh, then we're not to be real Santa Clauses?

Anna—Well, no, not exactly. I'll be his chief helper and you may be my assistant.

Jennie—My, that will be splendid. But what shall we do and where shall we get any presents to give the emigrants?

Anna—That's easy enough. I've got a lot of funny dolls and toys that my papa bought for me while we've been traveling.

Jennie—So've I, and some of them are the queerest looking things you ever saw.

Anna—And besides, we'll get some of the other people on board to donate things. We'll have the jolliest and grandest Christmas we've ever had, see if we don't.

Jennie—And we'll tell them the beautiful story of the Madonna and the Christ-child, and about the wonderful star that shone over Bethlehem.

Anna—That makes me think—I've got the loveliest star to put on the tip-top of the tree, and—

Jennie—But we haven't any tree. That's the trouble.

Anna—That's so. We'll have to ask the jolly old captain about it.

(Enter Capt. Brown, humming.)

Capt. B.—Heigho! Well, little Miss, what's that you're going to ask the "jolly old captain?"

Anna—We were going to ask you to help us get a Christmas tree.

Capt. B.—A Christmas tree? Wheel! How d'ye expect I'm going to find a Christmas tree right out here in mid-ocean?

Jennie—We thought maybe you could find something for us—even if it isn't a really, truly Christmas tree.

Capt. B.—Well, maybe I can. Anyway, I'll see what I can do.

Jennie—Yes, do, Cap. Brown, because we're going to invite all the little emigrant children to come to it, and we're going to give each one of them a present.

Capt. B.—Well, well well, shall we send a wireless for old Santa to come?

Anna—Oh, no, we're Santa Clauses ourselves—that is, I mean I'm going to be his chief helper and Jennie's going to be my right hand assistant.

Capt. B.—Oh ho, so you're going to be little Lady Santa Claus. Well! Well!

Girls—Yes, Capt. Brown, we're going to be little Lady Santa Clauses. (The song "Little Lady Santa Clauses" may be given here if desired.)

Cap. B.—Well, I wish ye the best of success, and if you'll come along with me we'll see what we can do in the way of a Santa Claus tree. (All exeunt.)

(Curtain.)

SCENE II.

(Same as before. An imitation tree may be made from a hat tree wound with green cloth, or any other arrangement may be made. A gilt star adorns the top. Dolls of various countries are displayed prominently upon the tree.)

(Jennie, Anna and Capt. Brown are discovered examining the tree.)

Cap. B.—Well, now, that's what I call a mighty good imitation of a Christmas tree. It's Christmas-y enough for any youngster.

Jennie—And we thank you ever so much for helping us get it ready, Mr. Captain.

Cap. B.—Don't mention it. You see, I've got half a dozen youngsters of my own at home waiting for Santa Claus and—well, I'm quite a youngster myself yet. But I must go now, and look after them pesky sailors. Hope ye enjoy yourselves. (Starts to go.) Here comes the little emigrants now. (Exit.)

Girls (clapping hands)—Oh, good, the little emigrants are coming. Let's give them a good welcome.

(They sing to tune of "Life Is What We Make Is," as the emigrants enter.)

Oh, come, ye little emigrants,
Together we'll be jolly,
For 'tis the merry Christmas time,
Of Christmas trees and holly.
In honor of the Savior's birth
And of His virgin mother,
Then let us celebrate the day,
With kindness to each other.

Tai—Oh, my! Look at the pretty tree, so pretty like the cherry trees of Japan.

Wilhelmina—I pet Knecht Clobes haf been here. Maybe he sail mit a wooden shoe.

Russian—Or maybe it was the good Babousca, from the "land of the bear."

Christina—Or the kind Christine, from the "land of the midnight sun."

Gretchen—More as likely it was der goot St. Nicholas. He ish der von vot makes der Christmas trees efry dimes.

Anna—No, you are all wrong. How could Santa Claus, or St. Nicholas, or Knecht Clobes, or any of the other folks you tell about get away out here in the ocean?

All—That's so, how could they?

Jennie—And so we've appointed ourselves assistants to them and we've got a present for each one of you.

Several—Oh, goody! See der luffy presents. I see a nice dolly for me! etc.

Anna—Well, if you will all sit down and keep quiet we'll pass them around. First of all is a little Japanese doll.

Tai—For me? (Takes doll.) A thousand thanks. Now I shall have more than a hundred dolls when the festival of the dolls comes 'round again.

Gretchen—Ach, himmel! A hundred dolls? Dot ish more as a department store.

Jennie—And here's a funny fat one for somebody. Let's see. (Reads.) It's for "Wilhelmina."

Wilhelmina—It ees for me. I knew it for a Dutch doll soon as ef'er I saw it.

Anna—And here's one for Rosa.

Rosa—Geeva da me. Da nice-a Etalian doll baby lika da orange blossoms of sunny Sicily.

Jennie—Here's a doll for Maria Stanovitch. It looks as if it came from a cold climate.

Maria—It is a little Russian doll. Of course it is cold in Russia, but we don't mind it much in our warm furs.

Anna—And here are some more—one for Christina Borgenson, and another one for Gretchen Hammerstein. My, what funny names!

Gretchen—Ach! Yoost look at dem! Dhey vas yoost so goot as if St. Nicholas vas here himself aretty.

Jennie—And here's a pretty lantern for Sam Ling. (Hands Chinese lantern to him.) And a funny kite for Taka San.

Sam Ling—That makee velly muchee fun at the Festival of Lanterns.

Taka—And this kite will be fine for the Festival of Kites. Such nice festivals as we have! You ought to see them.

Anna—I think your festivals must be very nice indeed, but they can't be any nicer than the festival of Christmas, for that was when the Christ-child was born in the manger at Bethlehem.

Sam Ling—How funny! Born in a manger?

Jennie—Yes, you see, the inns were all full, so they had to stay in the barn; but really, haven't you ever heard the beautiful story of the Christmas star, and of the wise men who followed it until they reached the very spot where the Christ-child lay?

Jap—Never. So that is the reason for the star on the Christmas tree?

Jennie—Yes, and the evergreen and holly are to keep it always fresh in our memory, and the bells proclaim it to all the world. Listen and we'll tell the story to you.

(They sing "Glad Christmas Bells.")

"Glad Christmas bells, your music tells
The sweet and pleasant story;
How came to earth, in lowly birth,
The Lord of life and glory.

No palace hall, its ceiling tall,
His kingly head spread over;
There only stood a stable rude,
The heavenly Babe to cover.

Nor raiment gay as there He lay,
Adorned the infant stranger;
Poor, humble child of mother mild,
She laid him in a manger.

But from afar, a splendid star,
The wise men westward turning;
The live-long night saw pure and bright,
Above His birth place burning."

Santa (outside)—Well, well, well! If this ain't the funniest place for a Christmas tree, I declare if it ain't—right out in the ocean. But then I've seen some queer places for Christmas trees, so I have.

(Enter Santa Claus followed by Captain, and sailors.)

Several—O-o-oh, why, it's Santa Claus! Knecht Clobes! St. Nicholas! etc.

Santa—Ho! ho! Didn't expect to see me here, did ye? Well, neither did I when I started from home, but you see I got that wireless telegram from the captain here, an' so I hired an aeroplane with a young feller to run it, an' here I be. But I see you've got the start of me. Guess you don't need anything more, do ye?

All—Oh, yes! yes! Of course we do, Mr. Santa.

Santa—Well, that bein' the case I don't see but what I'll have to give ye something.

Now if a couple of you fellers'll step this way an' pass 'em out while I take 'em out of the bags, we'll do it a good deal quicker. Nothin' like makin' everybody useful at Christmas time. (Takes things out of sacks and hands to Sam Ling and Taka San, who pass them to the others. If desired, this will furnish a means for distributing gifts or souvenirs. Any good Santa Claus song may be sung by actors on stage, or by chorus, while gifts are being distributed. Other remarks by Santa and children may be added to suit the occasion.)

(Curtain.)

Note—The tune, "Life is What We Make It," may be found in "Merry Melodies," 15 cents; "Glad Christmas Bells," is an old song or carol, the words and tune, however, are found in "Werner's Christmas Book," 31 cents. (Book rights reserved by the author.)

Household Arts and Domestic Science

Lenna G. Baker, Domestic Science Department, Stout Institute, Menomonie, Wis.

HOLIDAY WORK IN DOMESTIC ART

With the approach of the holiday season, a girl's interest centers largely around the making of gifts. This interest may be encouraged and the gift making become a part of the course in sewing. Choice of presents can be directed so that they may be appropriate, dainty and practical. The problems involved in making the gifts should follow the sequence of work adopted for the school. There are numerous, inexpensive but practical gifts which involve only the simplest processes in sewing. A few are suggested: Dress or waist bag, padded dress hanger, sachets, napkin case, spoon or knife case, duster and dusting bag for broom. The problems in making require the running stitch, combination stitch, overhanding and hemming. Some fancy stitches may be used if desired, but are not at all essential.

The dress bag may be full length for covering a dress, or half length for covering a waist, or be of varying lengths if used for children's garments. It would probably be well to encourage a slow pupil to make the shorter bag. The materials used for this may be plain white muslin or lawn, daintily figured lawns, crepes or silkolones, depending upon personal preference and purse. Suggestions should be given pupils to help in choosing colors and designs. The hard colored and bizarre patterns should be avoided, even in such articles. It will require three and one-half yards of material for a dress case for an adult, or one and one-half yards for a waist bag. The thread should correspond in color with the material chosen.

Directions for Making the Bag

Bring the two cut ends of the material together, having the right sides of the material face each other. Seam along both sides, using the combination stitch one-eighth of an inch from the edge. This stitch is made by taking a back stitch and two forward running stitches. Across the bottom turn a hem one inch deep and hem; or baste and fasten the hem with a fancy stitch such as feather stitch, chain stitch or herring bone, done in a heavy thread. At the center of the top cut a circular opening two and one-half inches in diameter, thru which the loop of the coat hanger may slip. This opening may be finished by binding with a harmonizing color of ribbon, by rolling and whipping on lace or by buttonholing in a harmonizing shade of silk. For binding use a soft ribbon about three-fourths of an inch wide. Lay the right side of ribbon and material together and sew around the opening with a one-fourth inch seam of cloth and as narrow a seam as possible of ribbon. Use the combination stitch. At ends of ribbon make a one-fourth inch turning to the wrong side and overhand ends together. Turn the free edge of ribbon to meet the seam on the wrong side and hem down. If desired, the upper corners of the bag may be turned down about three inches and caught with bows of ribbon.

The padded dress hanger may be made of ribbon or of material like the dress bag. The foundation may be either a wooden or a wire hanger. The hanger should be well padded with cotton. A strip of material or of ribbon three times the length of the hanger and one or one and one-half inches wider than the hanger will be required. Fold the ends of the ribbon to the center, wrong sides together, and overhand together along one side and half of the other. A casing should then be made by running a seam three-eighths of an inch from the edge. This should be done along the overhanded side and a half, as was the overhanding. Slip the hanger into place in the cover and finish overhanding and casing. At the center overhand the ends of the ribbon

together up to the loop of the hanger. Punch an eyelet at each end of the casing, run in a narrow ribbon, draw up to fit the hanger, distributing the fullness evenly, and tie the ends of ribbon at each end of the hanger into a bow.

Dainty sachets may be made to go with the bag and hanger by overhanding together two two-inch squares of ribbon, silk, satin or material like covering of hanger. When three sides are overhanded, plump out with cotton and put in sachet powder and complete the overhanding. To the center of one side overhand a small safety pin along the center of its back.

The napkin holder is made from cretonne or material of equal weight. It should be heavy enough to thoroughly protect napkins from dust. It will require two strips six inches wide and twenty-two inches long of cretonne, and four yards of bias lawn, three-fourths inch fold, or four yards of ribbon for binding. Make a dull point at each end of the cretonne and put on the binding around entire strip, as suggested in the dress bag. If bias lawn is used, open one fold to make the seam. At the corners lay a very small plait about one-sixteenth of an inch, to fit the binding around the corner. Cross the two strips at right angles to each other, fasten snugly at corners of the square formed in the center. Overhand adjacent sides together for a space of three inches, thus forming a box. Put snaps and sockets on opposite points of strips.

The spoon, knife, or fork case should be made of canton flannel or outing flannel. Colors are preferable to white because the sulphur used in bleaching white goods tarnishes the silver. It will require a strip three times the length of the article to be kept in it. The width may be determined by allowing one and one-half inches for each teaspoon, knife or fork and two inches for each tablespoon. Hem the bottom of the strips. Turn up one inch more than the length of the article to be held, and baste in position. Bind the three raw edges with tape, ribbon or bias binding. Divide the large pocket formed into compartments of the widths suggested above and stitch with the combination stitch or if desired with a fancy stitch. Fasten a tape or ribbon to the outside center so that when silver is in place it may be rolled up and tied.

Both napkin case and silver case could be varied in size and made for handkerchief case and pencil cases for gifts for children.

The dusting bag for the broom should be made of heavy outing or canton flannel. A piece four inches longer than the whisk of the broom and twice the width of the widest part of the broom will be sufficient. The material should be folded double and seamed across the side and bottom, using a French seam. A French seam is made by placing the wrong sides of material together and stitching within a sixteenth inch of the edge. Trim any frayed edges and turn the right sides of the material together, being careful to have the seam at the very edge of the fold. Stitch again one-eighth inch from the edge. At the top of the bag make a hem to be used for a casing. Run in double draw strings, so that it may draw from both ways and be tied firmly at the top of the broom whisk. This can be made a dustless duster by wringing it out of kerosene oil and allowing the oil to thoroughly evaporate before using it.

"Be strong!

It matters not how deep entrenched the wrong
How hard the battle goes, the day how long;
Faint not—fight on!
Tomorrow comes the song."

Elementary Agriculture

Lester S. Ivins, Supervisor of Agricultural Education, Ohio

I believe there never was a time in the history of our educational development that such a keen interest in the improvement of the rural schools was manifested. This interest has been brought about very largely because of the introduction of Agriculture into the schools.

Hon. Frank W. Miller, who is State Superintendent of Schools in Ohio, in a recent address said: "Ohio school survey and new school code was made possible only after a great educational revival. And this revival was started especially in the rural schools, when Agriculture was introduced and school fairs, contests and exhibits were inaugurated by our supervisor of agricultural education."

Our people feel that the rural schools in Ohio are rapidly taking on new life and are better than they have ever been. Every farmers' organization of any consequence has endorsed the movement and assured the state department of education that this new work meets with hearty approval.

The October number of this Journal contained my article on the work that can be done in the seventh and eighth grades in the fall of the year. In this number, I have decided to discuss winter work for the same grades.

WINTER WORK FOR THE SEVENTH AND EIGHTH GRADES

1. **Farm Animals.** During the season a detailed study can be made of the origin and distribution of our various farm animals found on our farms.

(a) Horses. Types and breeds; their characteristics. Draft, coach, roadsters and light harness, and ponies. Study breeds under each type.

(b) Cattle. Types and breeds; their characteristics. Beef and dairy. Study breeds under each type.

(c) Swine. Types and breeds; their characteristics. Large, medium and small types. Study breeds under each.

(d) Sheep. Types and breeds; their characteristics. Fine, medium and long woolled types. Study breeds under each.

2. Dairying.

(a) Babcock test of milk and cream. Have pupils test samples furnished by the patrons. Find out what breeds test best. Study proper feed for dairy cattle in the winter season when no grass is available.

(b) Care of milking utensils. Much of the sour milk is caused by the improper care of the milking utensils. Have milk can brought to school and demonstrate just how it should be cared for after the milk has been removed.

(c) Sanitary barns and dairies. The laws of many of the states require inspection of the dairy barns. This is as it should be. Many of our dairymen are too careless with their barns and dairies. First class milk cannot be produced in filthy barns.

(d) Silo. Visit a silo and find out how it is made and what crop or crops were used for silage. To what animals is the silage fed. Find the total amount of silage contained in the silo.

3. Sanitation.

(a) Sanitary wells and drinking fountains. Study methods of making the wells sanitary. Explain the

construction of sanitary drinking fountains. If no fountains are available to visit, write to the manufacturer for a catalog of same.

(b) Sanitary school room and yards. What methods can be carried out to bring about sanitary conditions about your school house?

(c) Drainage. This refers to the drainage conditions about your school and home. Make a report in this.

4. Community Work.

(a) Better schools. How can your school be made better. Study centralized schools. Write to the principal of such a school for description of the building and plans of management.

(b) Better homes. This can be brought about by improving the sanitary conditions and by the introduction



A Milk Tester

Every rural school should have a Babcock milk tester. It should contain a jacket as shown above. All pupils should learn how to test milk and cream.

of modern improvements. Contractors can furnish plans of such homes for study. Visit such homes and make a report of conditions found.

(c) Better social atmosphere. Study value of literary clubs and rural organizations.

5. Agricultural Clubs.

(a) Purpose.

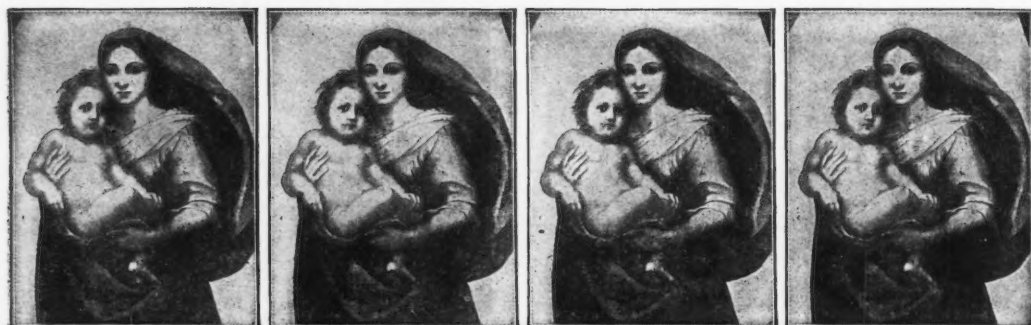
(b) Formation.

(c) Results.

Notes. (1) Write to your state department of education for suggestions on plans of school improvement thru clubs and community meetings. To your college of agriculture or experiment station for bulletins on farm animals and dairying. Consult local physician on sanitary conditions and how to improve them. The National Department at Washington can also supply bulletins on any of these subjects. (2) The author of this article will be glad to answer questions on any of his articles contributed to School Journal at any time.

FOR THE PUPILS' NOTE BOOKS

These pictures of the "Sistine Madonna," by Raphael, are to be cut apart and one given to each pupil for pasting in his exercise or note book relating to the study of the subject.



A CHRISTMAS READING FOR THE TEACHER.

By Very Rev. A. A. Lings, New York.

Gospel. Luke ii. 1-14. At that time: There went out a decree from Caesar Augustus, that the whole world should be enrolled. This enrolling was first made by Cyrenus the governor of Syria: And all went to be enrolled, every one into his own city. And Joseph also went up from Galilee out of the city of Nazareth into Judea, to the city of David, which is called Bethlehem: because he was of the house and family of David, to be enrolled with Mary his espoused wife, who was with child. And it came to pass, that when they were there, her days were accomplished, that she should be delivered. And she brought forth her first-born son, and wrapped him up in swaddling clothes, and laid him in a manger: because there was no room for them in the inn. And there were in the same country shepherds watching, and keeping the night-watches over their flock. And behold an angel of the Lord stood by them, and the brightness of God shone round about them, and they feared with a great fear. And the angel said to them: Fear not: for behold I bring you good tidings of great joy, that shall be to all the people; for this day is born to you a Saviour, who is Christ the Lord, in the city of David. And this shall be a sign unto you. You shall find the infant wrapped in swaddling clothes, and laid in a manger. And suddenly there was with the angel a multitude of the heavenly army, praising God, and saying: Glory to God in the highest: and on earth peace to men of good will.

Who does not rejoice with a holy joy on this great feast, when we celebrate with the Church the appearance of the Son of the eternal Father, our most amiable Redeemer. Behold the expectation of ages has at last made His appearance among us! Come then, all ye Christian nations, to see the new-born Messiah, and prostrate yourselves in adoration before Him. Adore Him with Mary, His Virgin Mother; with St. Joseph, His foster-father; with the angels who surround the manger, and sing "Glory to God in the highest." O mystery of divine love, that a God should descend from heaven and become man for us! St. Francis of Assisi, while giving a discourse on this very subject, was so moved that he could not utter another word, and he and his audience wept floods of tears. My dear young people, I also feel moved on this subject, and would rather give a sermon in tears than in words, when I think that God so loves the world that His eternal Son became a mere infant for us. O what can I do to set your hearts on fire for Him? I confess I am not equal to the task; but with the aid of the Child Jesus, I will relate in a few words the history of His birth, and make some humble and loving comments on it. Who knows but that you will be touched by the great condescension of our good Lord, and may offer Him a few tears of gratitude!

Let us go, my dear young friends, to Bethlehem, and ask the shepherds who were so privileged as to hear the first news of the birth of Christ from the angels, what they saw and heard. "Oh joy and gladness!" they will say. "We have seen the new-born King, we have seen the Child, the most beautiful of the world, wrapped in swaddling-clothes; we have heard His childish cries, and falling down in adoration we have kissed His sacred feet with the greatest veneration. O if you could see how beautiful He is! His rosy cheeks, His golden hair, the pearls of tears in His eyes: all more beautiful than an angel of paradise. Above the Child hover angels, His servants, praising Him, singing hymns of glory and announcing peace to men of good will. We have seen Him born and the choirs of angels praising God." And where is that divine Infant to be found, in a house or in a palace? Oh, He is to be found in a poor stable; He is laid in a manger, wrapped in swaddling-clothes and exposed to the cold air! Two animals, an ox and an ass, keep Him warm with their breath and seem to recognize their Creator. A man with a radiant face, weeping tears of joy, and full of wonder, adores Him. A young mother, in ecstasy, is busied about the little Child's necessities;

she covers Him with what she has about her, to keep away the cold, she kisses His little feet as a recognition that He is her God, and then His face to show that He is her Son. The little Infant holds out His hands toward His Mother, and looks at her with a joyous smile.

Happy shepherds, what were the gifts that you brought to this divine Infant? In our poverty we had but little that we could give; we brought Him fruit, milk, cheese and a young white lamb. If you could have seen that dear Child, with a smile and a grateful look, receive these poor gifts; He appeared to thank us with His cries and to ask us to give Him our hearts with our other gifts. We could hardly tear ourselves away from that dear Child. This is what these poor, simple people would say. But you, my dear young people, what are your thoughts about that holy Child? This poor Child, who is only a few hours old, is the Son of the Most High. Before there was a heaven or an earth, He existed; the home of that Infant is heaven. Though you see Him wrapped in swaddling-clothes, His vesture is a mantle of purest light; though you see Him between two animals, His usual companions are the angels of heaven. This beautiful Child is God; these small members are the strong arms of a God. But if He be God, why is He in such poverty? He is born poor because He wants it so, and to gain our love and confidence. He might have come into the world in a palace, surrounded by servants; but He preferred a manger for His cradle and a little straw for His bed. He wished to begin His infancy in tears. "Oh, truly happy tears," cries out St. Thomas of Villanova, "which obtain for us the pardon of our sins; when we were all lost to God, this Child comes to save us."

But what does this Child of infinite love ask of us in return? He asks gratitude, acknowledgment and love. The shepherds adored Him indeed, but the rest of mankind did not recognize Him. All the inhabitants of Bethlehem turned Him from their doors; "the foxes have holes and the birds of the air nests, but the Son of man hath not where to lay His head." The prophet says, "The ox knoweth his owner and the ass his master's crib, but Israel hath not known Me." Even in our time many Christians do not give Him the honor which is His due; they heap insults on Him, blaspheme His sacred name, and live in enmity with Him, or do not believe in Him.

Yes, my dear good children, you understand now that the Child Jesus, in return for the great love He showed us, should have gained all hearts on this earth. How many sinners are there in the world and how many sins are committed by them still! Does this look as if Christ had conquered our hearts? Perhaps more sins than usual are committed on Christmas day. The feasts of the Church seem to give occasion for sin, such as going to places of amusement that are dangerous to morals. But let me beg of you, my dear young people, no longer to be ungrateful to the Child Jesus. See, this little Child God has already begun to suffer for you; He is doing the penance which you refused to do, and which you should not omit. Do you hear the cry of the Child? He is already making reparation for those wicked conversations in which you sometimes indulge. Go now to the manger in which Our Lord is placed, and take a good look at Him. See in what poverty He is placed all for you, and then give yourself up to God. Will you not give your heart, your affection to Him?

Love this little Jesus with all your heart, with all your mind and with all your soul; no longer give yourself to the devil; be sorry for the past, throw yourself at the feet of Jesus, and make an entire offering of yourself to Him, saying, "Here we are, dear Infant Jesus, at your feet, with our gifts in our hands, the gift of our hearts; but such miserable hearts, that the gift is unworthy of Thee. But, dear Infant, Thou art omnipotent; Thou canst, if we co-operate with Thy grace, make them pure, holy, and acceptable in Thy sight. Thou canst fill them with virtues and then they will be fit gifts for a God that is in search of souls. We volunteer to give our own souls first, and then we will go forth and gather many others. We now leave our hearts at Thy feet; do not despise them. Thou didst not despise the poor gifts of the shepherds; then take also this gift of our hearts, keep them and make their entrance into heaven sure."

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about uniformity in the use of terms. This is a question that cannot be answered at haphazard. This is a problem that cannot be solved in a day. It is too important to risk making an error of judgment. The methods introduced into the class room ought to be one that every teacher approves of and is willing to stand by. I would suggest, then, that the question be threshed out by those who are most interested in it and most competent to solve it. Who are they? Are they those who are theorists merely? Who, however gifted, however interested in educational matters, have never had, or have had but little experience in the class room? Or are they those who, while no less interested in teaching, and more keenly alive to what makes for improvement, pass their days, not in the college, not in the high school, but among the children of our elementary classes? We all know that there are many models of yachts or other racing crafts, designed in the study and appearing perfect on paper or even on the ways, which are found wanting when put to the real test. Men instinctively place reliance in all practical matters on those who have the ability both to know and to do. Let us not forget that teaching is at once a science and an art. Therefore, I deem it best that educators, and I use the term advisedly, and by it I mean those who have taught successfully in our parish schools, should be given an opportunity to discuss this most important and far reaching question and express an opinion upon what is largely their own affair. I will add that to my mind this question ought to be decided only in the light of that which is of chiefest concern—in the best interests of the children of the elementary schools.

A Summary of Our Findings.

Let me sum up now, by an illustration, all that I have been trying to impress upon you.

In erecting a building, the foundation will largely depend on what kind of a building is to be erected; and if that foundation is to bear a superstructure of superior dimensions, such a building should be built around a framework strong, enduring and permanent. The framework in itself will never constitute a building; it is a necessary, an integral part, but it is not the building; and when we are constructing the framework we never have in mind that it is the building; it is merely the support necessary, yet hidden. We have in mind the protective, the living, the habitable use of the building. Who has in mind merely that iron framework as it stands open to the four winds of heaven? And yet, who has not the iron framework in mind? And now that it is there, who does not feel the safer that it is there? Moreover, in this building we look for more than merely strength and protection and habitableness; we look for beauty of design and symmetry of proportion; and yet, all the time remembering that back of all this beauty we have strength in our steel framework.

Now we have a structure to raise in the minds of children, high, noble, beautiful, sublime in its proportions and of material the most magnificent, the English language. As in the material building we have first its foundation, then the steel framework, and finally the symmetrical proportion of the finished structure; so in practical knowledge, art comes first, then science, and finally the fuller flower that comes from the union of both. Hence in the primary grades is laid the foundation of language by the study of grammar as an art, and the framework of it by the study of grammar as a science. Just as the steel girders are swung into place and then welded and hammered, so the framework of technical grammar should be built so as to support the language work, the rhetoric, the logic, the philosophy of the mother tongue; and just as in our material structure, we would not build without the framework, so the nobler structure of the mind should be built, not only on a foundation strong, deep and solid, but around a framework of technical grammar—definitions, principles, fixed, stable and unchangeable.

Some children were telling their father what they had at school. The eldest had reading, spelling and definitions. "And what do you have, my little man?" said the father to a rosy cheeked little fellow.

"Oh, I get readin', spellin' and spankin'."



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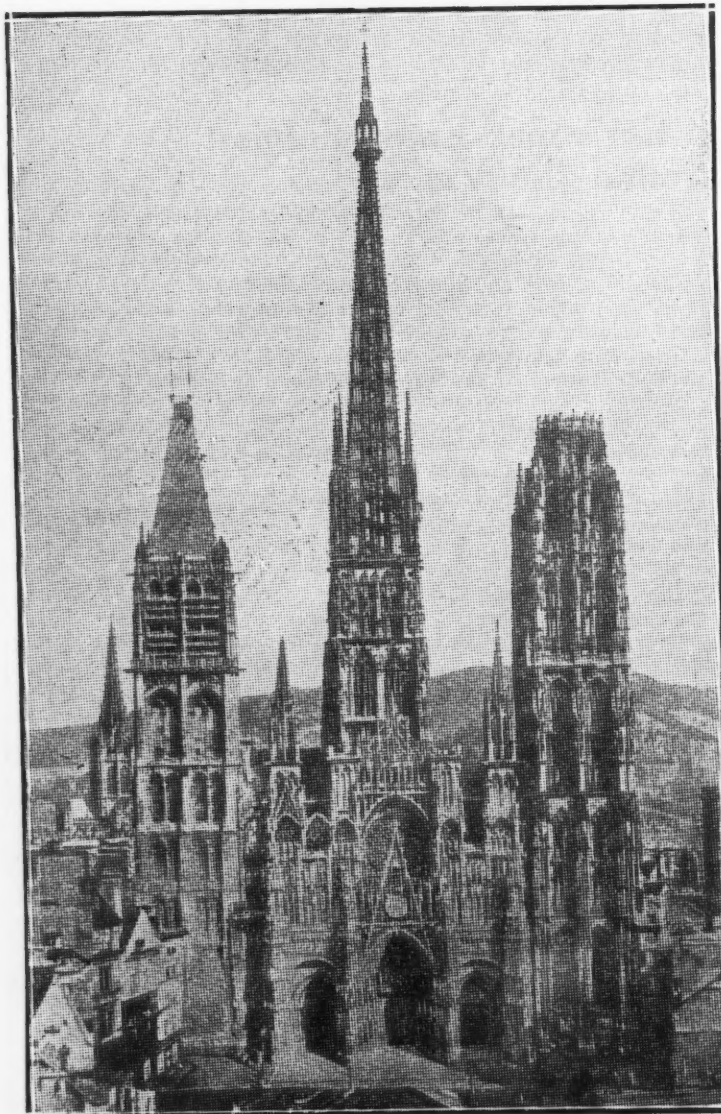
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Great Churches of The World.

(Numbers 19 and 20 in our Series of
Church Studies).

Basilica of St. John Lateran, Rome.

This wonderful building is the Pope's Cathedral, styled in Roman usage as: "the Mother and the Head of all the Churches of the City and of the World." It occupies the site of the palace originally given to Pope Melchiades by Constantine in 312. The present basilica dates from 1362-70, and was restored at great expense by the late Pope Leo XIII, whose empty monument stands within waiting for his body.

Before the occupation of Rome by the House of Savoy all the Popes were crowned in this basilica, and in the Lateran palace, nearby, the Heads of the Church lived till the flight to Avignon; since then they have resided principally at the Vatican and Quirinal. It is still, however, part of the property of the Popes, exempted by the Italian Government. It was in St. John's that St. Dominic and St. Francis first met. Five Councils of the Church have been held within these historic walls. In a building near the basilica is the famous Scala Santa, or Holy Stairs, down which Christ is said to have walked from the house of Pilate. They were brought to Rome by St. Helena, the mother of Constantine.

Cathedral of Rouen, France.

The Cathedral of Notre Dame, erected by Philip Augustus between 1200 and 1220, underwent so many alterations, restorations, and extensions, that it took its final form only in the sixteenth century.

It is built in the form of a Latin cross 427 feet in length. The west facade and those of the transepts are of extreme richness. Each was surmounted by two towers, of which only one—the Butter Tower—was completed. The western facade, frequently enlarged, embellished, or restored from its original first construction to the present time, has two fine doorways of the close of the twelfth century, the great pinnacles and turrets of the fifteenth and sixteenth centuries.

The width of the front is increased by the projection of the two towers: that on the left, was commenced about 1200; that on the right, has a height of 260 feet, and takes its name of "Butter Tower" from the fact that it was erected between 1485 and 1507 by means of alms paid by the faithful from the sale of butter during Lent.

Above the transept arises the central tower, which was rebuilt in the fifteenth and sixteenth centuries, but was destroyed in 1822. The iron spire added in 1876, though unfortunately much too slender, has raised it to a height of 485 feet. The English Kings Henry II and Richard the Lion Hearted, lie buried in the choir.

A Plucky Nun in the War Zone.

The London Daily Telegraph gives a thrilling story of a woman's courage and sang froid, told of one of the nuns of the Ursuline Convent of Thildonck, between Malines and Louvain, where the staff of the German army besieging Antwerp recently had their headquarters:

"The convent, built in the early years of the last century, sheltered a number of English girl pupils, and after the Germans broke through Liege the nuns were overwhelmed with telegrams from frantic parents commanding and beseeching them to send their children back to England. It was a difficult undertaking for the nearest railroad station was at Wespele, between two and three miles off. During the early afternoon all the English pupils were assembled in the Salle des Fetes, and, in order not to cause a panic among their school-fellows, were told to dress for a long walk. They did so, and tramped to the station. They had neither luggage nor tickets, but Mere Ambroisine, who was in charge of them, determined to take the risk of going without.

"They took their seats in the train, and when the guard ordered them to get out the mother protested that 'lives were more precious than tickets.' She held her ground, and finally, as it was obvious that they could only be removed by force, the train went on, and the party arrived safely at Ostend. Mere Ambroisine commandeered all the food she could get at the buffet, and marched her charges on to the Dover boat. At the first bell the sailors hauled one of the gangways ashore.

"Mere Ambroisine, who was still on the quay, was literally besieged by other English girls, governesses, and others, who were without money to pay for their passage. Quickly she dragged them with her across the remaining gangway. Again she was

asked for the tickets of the party, and again she said she had none. The collector ordered them to return ashore, but the plucky nun declared that anyone trying to compel the girls

to disembark would have to walk over her body first. Her firmness prevailed, they were allowed to remain, and soon huddled together for warmth, many of the girls dozed off

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[The One Cent pictures are 3 to 4 times as large as this picture, The Sistine Madonna]

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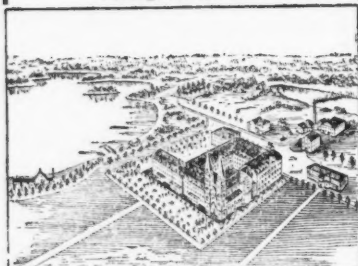
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Eight Per Cent Illiterate.

The Federal census for 1910 shows that there were then in the United States 5,516,165 persons over ten years old who were unable to read or write. This was 7.7 per cent. of the total population of corresponding age.

Of the total illiterates, 3,184,633 were white persons, (1,534,272 native and 1,650,361 foreign), 2,227,731 were negroes, and the remainder were Indians, Chinese, Japanese and others.

In the New England, Middle Atlantic and East North Central States, the percentage of illiteracy was greater in the urban than in the rural population. For the rest of the country illiteracy in the rural population was from 2 to 5 times greater than in the urban population.

Silver Jubilee of University.

Although November 12th, marked the twenty-fifth anniversary of the Catholic University, there was no formal observance of the event, but for the last six months arrangements have been made for an elaboration next May will bring together the three American Cardinals with others of the American hierarchy of the Church. Representatives from all the big universities of the country are to be invited, and a reunion of the alumni of the university is being arranged. There are at the present time 700 students enrolled at the university.

80 Per Cent. of U. S. "Dry."

Four out of every five square feet of the United States is "dry" territory! More than half of the people of the nation live under prohibition!

Such were the astounding facts submitted in reports to the Women's Christian Temperance Union in con-

vention last month at Atlanta, Georgia.

Eighty per cent. of the territory of the United States is "dry." Of the 2,973,890 square miles that go to make up continental United States, only 737,828 miles are "wet." The remaining 2,236,062 are without saloons.

The last census gives the population of the United States as 91,972,266 persons. Of these 54 per cent. or 48,118,394, reside in territory in which the sale of liquor is prohibited.

The winning of four states in recent elections gives the anti-saloon forces the majority. In September Virginia adopted prohibition, and on Nov. 3, Arizona, Colorado and Oregon were added to the list.

Catholic Alumnae League.

At a meeting of the Philadelphia Chapter of the Alumnae of St. Joseph's College, Emmitsburg, Md., held recently at Villanova, near Philadelphia, the movement favoring the organization of a national society of all the alumnae of the Catholic institutions of higher education, was earnestly discussed and strongly commended.

Already the alumnae societies of more than seventy-five different colleges and academies in the United States have been enrolled in this timely project, and a general convention has been arranged to meet at the Hotel McAlpin, New York City on Nov. 28, 29 and 30 next.

Cardinal Gibbons, Cardinal Farley and many archbishops, priests and prominent Catholic educators, have expressed their approval, and, among many others, Archbishop Prendergast and Msgr. McDevitt of Philadelphia have written encouraging letters of appropriation.

The Cost of War.

The cost of war in money runs even further beyond the limitations of human comprehension. The Napoleonic wars cost France, Great Britain, Germany, Italy, Austria, Spain, Russia and Turkey in actual expenditure and destruction, not counting

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The British-Boer war, cost \$1,300,000,000. The Spanish-American-Philippines war of 1898 to 1902, cost Spain and the Philippines \$100,000,000, and the United States (Edward Atkinson's estimate for the whole five years), \$700,000,000, or a total of \$800,000,000.

The Russo-Japanese war, 1904-5, cost \$1,735,000,000, of which Japan's share was \$800,000,000.

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European Religious Coming.

A Press dispatch from London dated November 16 says:

"Sisters Mary Ignatius and Mary Augusta, of the Daughters of Mary whose order has four convents in Louvain and one in Antwerp, will shortly sail for New York, bearing letters of introduction from Cardinal Mercier to ten American Archbishops. The purpose of the journey is to collect money for their order, etc."

At another time we read, "Portuguese Jesuits coming to America," and only recently "Mexican priests and nuns arrive at Mobile from Vera Cruz."

For the first time there are six Catholics in the United States Senate: Ashurst of Arizona, O'Gorman of New York, Walsh of Montana, Ransdell and Broussard of Louisiana, Phelan of California.

Funston Rescues Mexican Refugees.

The Federal Government last month decided to bring to this country forty-nine Catholic nuns and eleven priests, now refugees under the protection of the American troops at Vera Cruz. This action was taken after the receipt of a report from General Funston depicting the terrifying experiences which these people suffered in their vain efforts to avoid the spies of Carranza.

Upon their arrival in the United States abroad the transport San Marcos, they will be provided for by American Catholics. Information received at the War Department from General Funston indicates that the plight of these nuns and priests is pitiable. The San Marcos has been ordered at Government expense not only to bring to this country the priests and nuns, but likewise any other refugees.

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comprising fifty-three acres. They propose opening an educational establishment there of a high class. The new foundation has been placed in charge of Mother St. John, who is a sister of Mr. John P. Sutton, K.S.G., of Lincoln, Neb.

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OBJECTIVE METHOD IN RELIGIOUS TEACHING

(Continued from page 267)

be adverted to here, as in this often lies the awful power to make or mar the child's spiritual life.

The all-pervading presence of God may be so presented to a child that he will regard God, not with merely a holy fear leading to love, but with unchildlike terror, as one ever on the watch to mark the evil-doer; ever ready as a judge, to note infractions of the law so as to punish them. In some minds, this idea arouses a feeling almost of rebellion against that Being whose eye one can never escape. How different are the emotions of a child who has been taught that his ever-loving Father, God, watches to save him from danger, to help him, to console him; who has been led to feel the truth of Father Faber's beautiful expression that when God created each of us, he placed "the everlasting arms" about us, and holds us therein until the day, when if we be but faithful, He will clasp us to His bosom for all eternity.

Again, in teaching about the Passion, too much emphasis is often given to the point that Our Lord was crucified by the Jews. Verbally, this is true; but in reality, it is sinners, including ourselves, who, knowing Him better than did they, have crucified, still crucify Him by our transgressions. The limited mind of the child is apt to jump all too quickly at conclusions; as was realized by a teacher who, after having dwelt on the cruelty of the Jews in their treatment of Our Lord, found to her dismay, that the boys of her class had agreed to go after school to beat those "sheenies." Far different was the lesson impressed on the little child of whom Mother Loyola speaks, who on being asked how she assisted at Mass, replied: "Look at the crucifix and think it was me that did it."

Far different, too, is the spirit of the verses:—

"His blood be upon us
On us and on our children!"
"O kindred of our Lord, that precious blood
Be on you all, to cleanse the blot away!"

The method here advocated for religious teaching never follows "the path of least resistance;" it can be kept in force only through enthusiastic teachers; but Coquelin tells us that "enthusiasm is born of adequate preparation." Arnold of Rugby well says: "The pupil should drink from a running stream, not from a stagnant pond;" and to daily preparation is due the persistent onward flow of the current. There should be little reason to fear want of enthusiasm about Christian Doctrine in our religious teachers. The vast majority of them, who are on the alert for every means of scholastic improvement, will never give this branch of knowledge a secondary place in the curriculum.

Our Catholic schools are born of sacrifices cheerfully made that our children may come into their glorious inheritance, and drink from their earliest days of the waters of eternal life. Among these sacrifices may well be counted the lives of those who, answering to Our Lord's words: "Whosoever receiveth one such little child in my name, receiveth Me," give up the ties of family life to make their own the children of Our Lord. Most of their toil is hidden, most of their drawbacks unrecognized, but just because of these difficulties they become "God's fellow-workers." "Going they go sowing the seed; here they shall never see the harvest.

"Many there be in the harvest day;—
Laughter and shouting and song,
Carols of blessing—chorus of praise,
To the reaping-time belong.
But—alone "a sower goes forth to sow"
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Ah, a holier joy than the reapers you know
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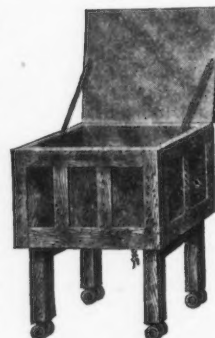


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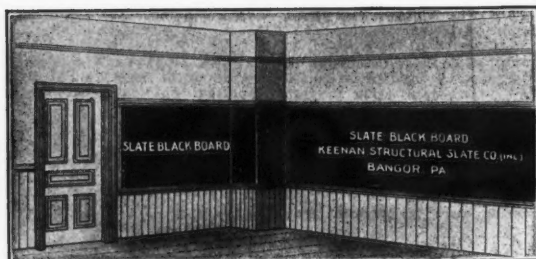
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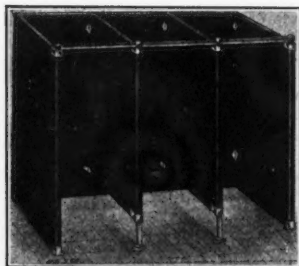


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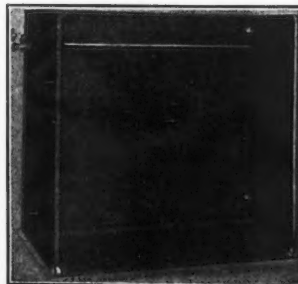
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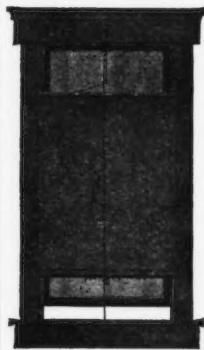
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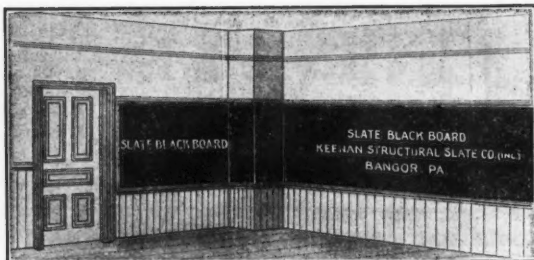
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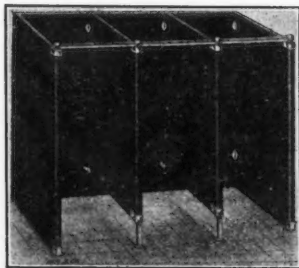


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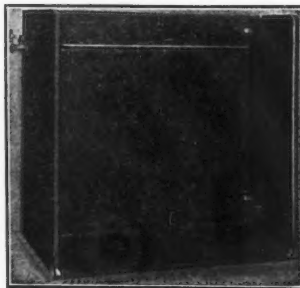
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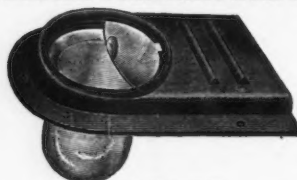
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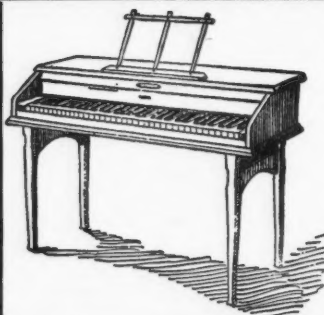
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